



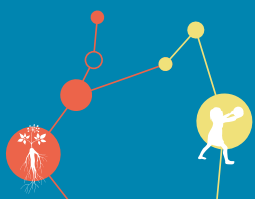
Western Norway  
University of  
Applied Sciences

KINDknow  
Kindergarten Knowledge Centre  
for Systemic Research on Diversity  
and Sustainable Futures



# Annual Report 2019

KINDknow notes series 2, 2020



# Table of contents

Preface .....	3
KINDknow director's introduction .....	4
This is KINDknow .....	6
Main focus and core values .....	7
Background and organisation .....	8
Staff, leader team and extended research milieu .....	9
The KINDknow Research team .....	10
The overall methodological design - a systemic approach .....	18
Activities and achievements 2019 .....	19
Highlights of 2019 .....	20
Publications .....	24
Scientific Chapters in peer reviewed books (8) .....	25
Textbooks (4) .....	26
Chapters in textbooks (3) .....	27
Editorial (2) .....	27
Popular scientific articles and Chronicles (5) .....	27
Seminars, conferences and presentations .....	28
Keynotes and invited guest lectures at Nordic and international conferences .....	29
Scientific and academic papers, posters and panels .....	30
Outreach to the public and dialogues with partners .....	36
Applications .....	38
In the media .....	39
Websites and social media .....	39
More activities .....	40
Internationalisation .....	40
Workshops and seminars .....	42
Mid-term seminars and master-class for Ph.D. candidates .....	43
Where are we heading? .....	44
Summary of the financial situation 2019 .....	48

## Preface

This report documents activities and results of KINDknows in 2019. We thank the Research Council of Norway and our institutions for the great support. Thanks also go to our local and international collaborating partners, friends in academia and the ECE profession.

Denne rapporten dokumenterer aktiviteter og resultater i 2019 av BARNkunne. Vi takker Forskningsrådet og våre institusjoner for god støtte. Takk også til våre lokale og internasjonale samarbeidspartnere, venner i akademia og ECE-profesjonen.

Denne rapporten dokumenterer aktivitetar og resultat frå 2019 av BARNkunne. Vi takkar Forskningsrådet og institusjonane våre for god støtte. Takk òg til dei lokale og internasjonale samarbeidspartnarane, vener i akademia og ECE-profesjonen.

Dat raporta duođašta doaimmaid ja bohtosiid MÁNÁIDmáhtu 2019. Mii giitit Research Council Norway ja min ásašusaid buoriid doarjagiid ovddas. Giitit maiddái mu báikkálaš ja riikaidagaskasaš ovttasbargoverddiid, olbmáid akademijain ja ECE-profešuvdna.

此报告记录了2019 中心所开展的活动及所取得的成绩。在此我们衷心感谢挪威研究委员会和我们大学的慷慨支持。我们亦向国内外合作伙伴、学术界的朋友及学前教育界同行致以诚挚谢意。

# KINDknow director's introduction

KINDknow – Research center is a catalyst aiming for excellence in practice-oriented Early Childhood Educational (ECE) and pedagogical research and transdisciplinary partnership research across ECE sector, kindergarten teacher education, organisations, networks and societies. In this introduction, I feature activities, research projects and publications that document ongoing activities and achievements of 2019, and I will highlight some of our achievements in research that have made a positive impact locally and internationally. I will also, in this introduction, point out some of the puzzles and challenges we face and where we are heading in 2020.

## Status

The main continuous puzzle during this year of leadership has been to figure out how to lead through strong visions and at the same time be mindful of challenges and vulnerabilities in organisations and relations.

In our second year, we are still in the phase of ongoing investigations and inquiries – data gathering, data creation, data analysis and planning for dissemination. At the same time, we are also able to work with theorising, document analysis and case studies, all of which lead to presentations and publication of new knowledge and insights at home and abroad.

In 2019, we have continued to build our research capacity by expanding our team by the addition of three new Ph.D. students, attracting new potential national and international collaborators and procuring external funding for a new project. We have sustained and further developed the collaboration with Bergen and Tromsø municipality, Beijing Normal University, East China Normal University, Northeast Normal University, Northwest Normal University, Manchester Metropolitan and Monash University. We visited two international Early Childhood research centers to learn from and sustain the networks; The Conceptual Play Lab at Monash University and the POPLab at RMIT, are both in Melbourne Australia. We

also conducted a scientific board meeting and had a three-day seminar at lovely Balestrand in Sogn to consolidate our profile and to discuss how best to work so as to achieve our strategic goals.

The year of 2019 was a year of policy development to support internationalization and exchange, extensive international communication and cooperation with partners and networks. To work collaboratively toward eliciting and acquiring new answers and knowledge about real-life problems is rewarding and at the same time demanding. However, it is only when we face disputes that we can understand the bigger picture of challenges that academic research for sustainability faces. We work with the theme of sustainability in a broad and systemic sense and in dialogue with the international early childhood research field and affiliated experts. Owners of private kindergartens in Norway also approached us; this opened doors and allowed us to begin negotiating new partnerships.

As we navigated through our second year, we have worked with strategies for ways to reduce our carbon footprint. We have been working internally discussing and taking on new digital opportunities to strengthen the established collaboration. We needed to surmount the challenges we faced in the form of geographical landscapes in Norway and long distances to our international partners.

## Selected highlights

I would like to share briefly some highlights from our international cooperation. This year we have hosted Prof. Carme Balaguer i Fàbregas from Universitat Internacional de Catalunya, Spain. She spent 3 months (April – June) as guest researcher working with Prof. Tamsin Meaney and her group (WP4). Invited guest lecturer and member of the scientific advisory board Professor Helen May stayed with us for 14 days in June. Our center also welcomed several groups from Chinese partners and other interested Chinese groups approaching especially WP6, but also including WP 9 and WP 10; one leader group (rector and his team) from East China Normal University, one group of researchers and Ph.D. students from East China

Normal University, one group from Northeast Normal University, a large group from Shenzhen community kindergartens, one group from Northwest Normal University, and groups from Beijing Institute of Education (Early Childhood teacher education department) and later School of Kindergarten headmasters from Northeast Normal University. In addition, regular partner visits, such as guest researchers Minyi Li (three weeks) from Beijing Normal University and Min He (two weeks) from East China Normal University. Moreover, Dr. Abigail Hackett from Manchester Metropolitan University worked as partner of WP 7. As director and researcher, I have worked both strategically for the benefit of the center and as a hands-on researcher in close collaboration with top international scholars such as Marilyn Flear from Monash University, Australia, Mariane Hedegaard, Copenhagen University, Denmark and with D. Jean Clandinin, Alberta University, Canada, to learn more.

This year we succeeded in getting one-year preliminary funding from the Regional Research Council (RFF) for trying out the methodology of Exploration and Pedagogical Innovation laboratories (EX-PED-LAB). Bergen municipality owns the project, and the KINDknow center is working in a close partnership with four carefully selected municipality kindergartens. Another highlight was our collaborative kindergarten research conference with Filiorum at the University of Stavanger. We started our journey with a new conference concept, including a preconference for Ph.D. students that included round table discussions and keynotes.

## Location

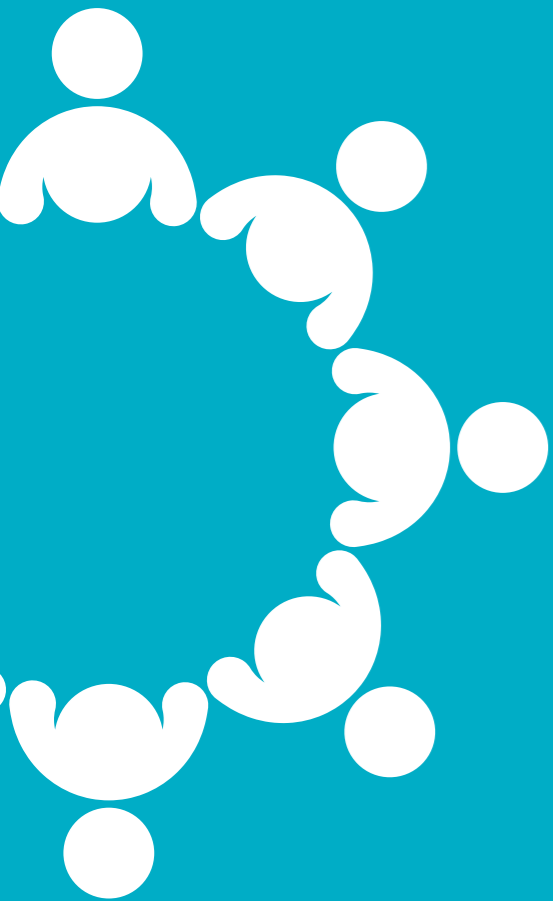
In January 2019, we moved into the new location, Fabrikkgaten 5, Campus Bergen of HVL. The location is home to 16 researchers who share office spaces, social zones, offices for quiet zones, kitchen space, two meeting rooms and a workshop room with movable tables and chairs. The center also has up-to-date digital communication facilities to create a good environment for videoconferencing in the workshop space and a large screen for meetings via Skype for business in one of the meeting rooms. The center space, organisation, infrastructures, and function are assessed as excellent for concentration, dialogue, cooperation and for building a culture for sharing and co-creation. The location also has flexible working space for international visitors and for internal and international visiting master and PhD students. The locations provide an inclusive working atmosphere. This year we also started planning for new working spaces at HVL, campus Bergen, as well as in the partner campus of Tromsø.



## Challenges for 2020

While the KINDknow center is growing, the challenge is to further increase the international visibility of our research center while at the same time strengthening our local network. We shall integrate new staff and continue our efforts to welcome both renowned senior scholars and qualified junior scholars. KINDknow can provide a space for guest researchers in Bergen where they can meet and collaborate. It is our ambition to create an inspiring research environment in which scholars from the early childhood education field and beyond can share and make joint efforts in understanding the complex questions we face. In order to reach our long-term goals, we need to develop and reinforce networks and to increase our capacity to operate at transnational level. By hosting exchanges of scholars for shorter or longer terms, we can validate our research, share ideas and use visiting scholars as sounding boards for proposed practices and methods. Nevertheless, barriers and life itself seem to create difficulties for many researchers when it comes to mobility. In order to address the important research questions, to do and share the research, we need to continue and deepen collaboration. Based on the respect for the Nordic tradition of holistic values, we need to further develop systemic and multiple approaches to research methodology. In retrospect, the work reported here is but the surface of inquiries and activities that researchers at KINDknow are facing and are involved in. Looking forward, there is a host of follow-ups in both the local and international arenas.

Elin Eriksen Ødegaard,  
Director



This is KINDknow

# Main focus and core values

## Sustainability

- > Act upon new understandings and knowledge about education for diversity (EfD).
- > Act upon education for sustainable futures (ESF).
- > Support the development of quality and competence in early years education through participatory design.
- > Improve solutions to provide ecologically sound outcomes for families and staff in kindergartens.

## Excellence

- > Engage in high quality, relevant and committed research.
- > Nurture a creative, inclusive and high-achieving community of researchers based on trust, ethics and open communication.

## Interdisciplinarity

- > Apply broad views of understandings and knowledge creation through collaboration across disciplines, institutions, and organisations.

## Glocality

- > Lead and mediate authentic collaboration locally, nationally and globally.
- > Ensure that diverse cultural perspectives are continuously represented.

## Sharing

- > Share knowledge and resources with fellows and citizens.

## Main goals for the next 5 years

- > Advance our understanding of education for sustainability and diversity by considering how kindergartens face contemporary challenges and changes in societies and in ecological conditions.
- > Generate theoretical knowledge about bildung, change, leadership and pedagogical practices.
- > Implement and share expertise, build capacities and exchange knowledge across local and global research communities.
- > Collaborate and inform local communities (kindergartens, municipalities, teachers, parents and children) so that outcomes from research immediately transform into practice.
- > Generate empirical data that can advance and transform educational practice.
- > Advocate and utilise participatory research methodologies to ensure that the research is «with» key stakeholders and not «about» them.
- > Ensure that the research addresses topics relevant for the kindergarten sector, rarely discussed in kindergarten research, and often unacknowledged in linguistic environments.
- > Initiate dialogues, thinking and actions to support knowledge production and to change practices.

## Key words

Bildung	Organisation and leadership
Diversity	Exploration, play and learning
Sustainability	Professional development



# Background and organisation

KINDknow is a research center on kindergarten knowledge. The main aim is to contribute to research on how living together as eco-citizens can be achieved through better understandings of local and global conditions affecting practices in kindergartens. In doing this, the center aims to take the lead both nationally and internationally in developing holistic and systemic understandings and knowledge about education for diversity (EfD) and education for sustainable futures (ESF) in kindergartens. The center aligns itself with the ideas in the United Nations' Frameworks for Education for Sustainable Development and Futures, article 12 in the UN Convention on the rights of the child and the Norwegian kindergarten act and curriculum, known as the Framework Plan (FWP).

In increasingly diverse societies of today, this center engages in vital, socially relevant and ethically committed research to improve the future lives and outcomes for children, families and staff in kindergartens. Multiple methods including, mapping, innovation and collaborative, comparative and narrative fieldwork are undertaken.

Two main areas of research are prioritized:

1. Governance, leadership and close cooperation with kindergartens and education relevant in field of kindergarten at the bachelor's, master's, in-service, leadership and Ph.D. levels.
2. Play, learning, care and cultural formation – local and global practices.

The center was established in August 2018. The Research Council of Norway finances the center in the amount of 25 million NOK over a period of five years (2018-2023). Other partners contribute with human and economic capital. The center is located at Western Norway University of Applied Sciences (HVL) and gathers researchers and stakeholders who share the interest and competence across Norway and internationally. HVL, UiT – the Arctic University of Norway, UiS and municipalities in the north and in the west are additional financing partners. Close cooperation and agreements of common interest and further development are also established with partners in China, Australia, UK, Finland and Sweden.

The administrative and organisational structure will contribute to the highest possible standard of research. To support this, three advisory boards with different functions will support the center's leadership team:

1. [The Steering Group](#) will oversee the research center, provide advice and ensure that protocol is followed. Gro Anita Fønnes Flaten, Pro-Rector for Research at HVL, chairs the steering group. The members are: Helge Habbestad, Manager of kindergarten education program, UiT; Marianne Boge, Director, Bergen Municipality, and Kjellrun Hiis Hauge, Head of research program of Sustainability and Diversity, HVL. A new international board member is Professor Jayne Elizabeth White, RMIT, Australia. Also, project economist Anita Nordseth meets with the board. Elin Eriksen Ødegaard is secretary for the board and project coordinator Thea Kopperud facilitated for the board.

2. [A Scientific Advisory Board](#) supports the academic work of the WPs and the center. It consists of international scholars in the field.

3. [The User Board](#) provides input to the WPs about the needs of different participants and about the development of participatory methodologies. It consists of representatives from the early childhood sector in a broad sense.

4. [The KINDknow leadership team](#) consists of one person from each WP. Each WP also has at least one additional person in the core team to make sure that the leader team meets at key stages during the development of the center and will be involved in strategic decisions. The leader team meets regularly in order to share experiences and make the decisions necessary to develop the center.

# Staff, leader team and extended research milieu

[Director](#): Elin Eriksen Ødegaard

[Coordinator](#): Thea Johanne Kopperud

[Professor II, 2018-2019](#): Marilyn Fleer

The center has organized its research projects into ten Work Packages with one or two team leaders responsible for each Work Package (WP). The team leaders form the basis for research in the center and will receive extra R&D from the NFR. Several researchers, students and partners have been involved in research assignments through research groups and work packages. In 2019, 14 Ph.D. candidates and two post-doctoral positions worked at the center. These include ten Ph.D. positions from HVL, one Ph.D. from UiS and two Ph.D.s from UiT.

Research milieus connected to the center: The work packages are either a research group or connected to a broader institutional milieu. The wider milieu is: Kindergarten teacher educational milieu (UiT), BDA - Kindergarten as an arena for cultural formation (HVL), POP – Profession, Organisation and Policy (HVL), The competent kindergarten – systemic knowledge creation and dissemination (HVL), Barns matematikk – The Mathematics of young children (HVL), Food and meals in kindergarten and school (HVL), Education for sustainability (HVL), NACHILITCUL – Nature in Children's Literature and Culture (HVL), PETER– Political Economy in Teacher Education Research (HVL), Leadership in and of educational systems (HVL)

Read more about the work packages and the research of the Ph.D.s and postdoc in the following pages.

# The KINDknow Research team

---

## WP 1

### Framing early childhood education – ‘Bildung’ – cultural historical and future scenario practices.

In 2019 ‘Sustainability’ has been high on the local and global media agenda. This has nourished the center’s discussion and work in a series of seminars. In open seminars and KINDknow research forums with invited guests, we have discussed various topics related to early childhood education. Since the main goal is to advance our understanding into areas of relevance for the ECE sector, we continue to develop new ideas and projects with existing partners and with new stakeholders.

Workshop is a signature methodology in the center, and this year we have organized various workshops to learn, to experience first-hand and to create empirical data with children and staff in kindergartens and with researchers.

In addition, the concept of ‘Bildung’ was explored in cooperation with an international team of researchers from Norway, Russia, Australia, New Zealand and Finland. We opened an international dialogue about how policy, curriculum and cultural practices within the field of Early Childhood Education are systemic and how policy and history are conditioning the lives of children. The concepts of ‘Bildung’, ‘Danning’, ‘Cultural formation’ and ‘Becoming’ were discussed through the lenses of the new beginning of lives for the infant and toddler.

Furthermore, WP 1 collaborated with WP 6 in understanding cultural historical perspectives in cultural formation (Bildung) through a series of writing seminars. Many of the WPs have started the work of providing a comprehensive overview of research in education for diversity (Efd) and education for sustainable futures (ESF) with scoping and literature reviews. From this, we will continue to develop new knowledge in dialogue with local stakeholders as well as international NGOs and research collaborators.



Elin E. Ødegaard (HVL)

## WP 2

### Being and becoming eco-citizens

This work package investigates the connections between science education, gardening, literature, language and pedagogy. Through the publication of *Children as eco-citizens?* in 2019, we theoretically explore how children may live or ‘act’ as being or becoming eco-citizens in kindergartens, expanding the research in this field.

Based on sociocultural learning theories, Biesta’s (2010) three dimensions of education-qualification, socialization and subjectification and other theories of transformative sustainable pedagogy (Goga 2015), we investigate how children experience, act and reconstruct their formal rights as child-citizens. Through the group’s involvement in two textbooks for ECETE, several publications and presentations, and by training kindergarten staff, we contribute to an understanding of children as both being and becoming eco-citizens.

With a participatory design, and in close cooperation with the involved pre-schools, we will continue in 2020 to explore and challenge understandings about children as eco-citizens, and as being and becoming. We continue to investigate the role of agency in children’s eco-citizenship and explore both the interdisciplinary nature of children’s eco-citizenship, and the paradox of the teacher-child relationship in eco-citizenship, framing an intergenerational approach to eco-citizenship.



Barbara Maria Sageidet (UiS)



Marianne Presthus Heggen (HVL)

## WP 3

### Sustainable language practices in Norwegian kindergartens.

The project “Strengthening Sámi language and culture” in a Sámi department of a kindergarten in Northern Norway has been the main focus for 2019. Testing and developing different methods for doing research with children and adults of the kindergarten has been both rewarding and challenging. Participatory design, in our view, demands an open-minded approach, and not all events and focal points were anticipated by the researchers. Using a film in parent meetings to show how the kindergarten works to strengthen Sámi language and culture provided parents, staff and researchers with new insights.

WP 3 has used a range of channels for dissemination during 2019: national and international scientific conferences on linguistics, seminars for Sámi kindergartens on language planning and policy, meetings for parents and staff, and use of local and national media to highlight the situation for multilingual children and minorities in Norway. KINDknow has signed a contract with the Text Laboratory of UiO to store and disseminate material on child language for research and education.



Carola Kleemann (UiT)



Edit Bugge (HVL)

## WP 4

### Multilingual mathematics: Using digital games to develop children's mathematical languages

In 2019, researchers from this WP have collected data and begun to analyze how the affordances of digital games can be used to support multilingual children's possibilities to discuss mathematical ideas in all of their languages. To achieve this, we work with parents, kindergarten teachers, teacher education students, and teacher educators to develop our understandings about what constitutes playful mathematical digital games that may provide potential learning opportunities at home and kindergarten. During the years to come, we intend, based on this information, to design and trial our own apps with the support of a software developer. We have started collaboration with researchers in Catalonia, Russia, Germany and New Zealand. This work has resulted in the submission of conference papers that we intend to turn into articles for publication in scholarly journals.



Tamsin Meaney (HVL)

## WP 5

### Food and meals in kindergartens

WP5 explores the nutritional, cultural and sustainable understandings pertaining to food and meals in kindergartens from the perspective of both children and staff. The project considers food choices, perceptions of food and meals and the impact of the physical and educational environment on food intake. The objective of this WP is to identify how nutritional, social, cultural and sustainable aspects affect the meals in the kindergarten. WP5 is connected to the research group Food and meals at schools and kindergartens. In 2019, Karen Wistoft from Aarhus university, Copenhagen, was affiliated with the research group as an adjunct professor [Professor II]. Karen's competence within the fields of taste, sustainable food and school gardens has been utilized in WP5.

In 2019, the WP-researchers started data collection in one of the kindergartens, with interviews of the staff and observation of the lunch meal in the kindergarten. Plans for further data collection by the researchers and by the kindergarten staff have been planned in collaboration with the kindergarten. We also conducted a collaboration meeting with a second kindergarten. The WP5-project has been presented orally in a regional conference on food and meals in the kindergarten. A scientific paper has been sent for review.

A Ph.D. candidate is affiliated with the WP. The Ph.D.-project started in February 2019. The first article will be based on document analysis, and the analysis of the documents and writing of the article have started.



Hege Wergedahl (HVL)

## WP 6

### Conditioning children as explorers

In 2019, the dialogical nature of children's play, learning and cultural formation and the conditions for these have been investigated. To validate our conceptualization, the group presented work in progress to international researchers in the CHACDOC network conference held at HVL in May. Moreover, the group continued their cooperation with Chinese and Nordic researchers, by attending a seminar about play in Anji and Sustainability at ECNU and by hosting two Chinese guest researchers. In addition, local kindergartens have been involved in investigating play and play materials. A central aspect of the investigations are ways by which teachers can facilitate children's exploration in play, learning and cultural formation. Through a methodology workshop (EX-PED-LAB), the team began the process of creating data for analysis. The participants have been invited to present their research at national conferences and have presented papers at national and international conferences. In addition, participants have published scientific open access articles and articles for the general public. The Ph.D. candidate is in the final stage of his fieldwork, and the mid-term evaluation is planned for 2 September 2020. We have applied for external funding from the INTPART program and are planning further publications.



Liv Torunn Grindheim (HVL)



Åsta Birkeland (HVL)

## WP 7

### The methodology of place – in between local tradition and the development of place in kindergartens for the future

In 2019, researchers from this WP have collected data and begun to analyze how the concept of place can be a starting point for an initial understanding of environmental dimensions of sustainability. Data collected is based on participatory collaborative research with children and staff from two of the university's partner kindergartens. To explore the interplay of time, bodies, elements, weather and stones, we have arranged workshops in different locations and seasons. One of the workshops was arranged at the rock carving site in Tromsø. Afterwards, children created their own expressions in the shoreline. The mutual place-child relations have been developed and explored in dialogues with our international partner in England.

Furthermore, in WP 7, we will strengthen and expand our cooperative network to include local stakeholders as well as international networks. An indigenous approach will be enhanced to develop and explore the Sami understanding of time and place in a pedagogical setting. A series of writing seminars will be arranged to continue developing the interconnections between child, place and sustainability.



Anne Myrstad (UiT)



## WP 8

### Families, generations and belonging

WP 8 started its work in August 2019 with several conference presentations at European Early Childhood Education Conference (EECERA) in Thessaloniki and the European Research Network on Parents in Education (ERNAPE) in Gdansk. The presented research findings pertained to: a) international policy analysis and the room it creates for caregivers and family involvement in ECEC settings; b) belonging and participation of Polish migrant children in Norwegian ECEC, and c) semiotic landscapes in ECEC and how they present traditional and new cultural and linguistic diversity. The campus-based work of the researchers connected to WP8 focused on theoretical analysis for the concepts of (inter-) generationality and belonging – two topics that are operationalized in the two Ph.D. projects connected to WP8. While the first Ph.D. project focused on intergenerationality – interactions between older adults and younger children, the second Ph.D. project focused on the practice of working with belonging when meeting refugee children and their families. Moreover, one researcher systematically followed up one partner kindergarten in the municipality of Bergen to ensure development of a participatory design on strengthening parental sense of belonging to the ECEC.

Knowledge developed through theoretical analysis and collaboration with the field shall create a foundation for a) developing the concept of sustainability, by showing its relation to belonging and intergenerationality, and will be presented in a seminar in April, together with WP7; b) a special issue of Sustainability journal, co-edited by WP8 researchers; c) research proposal delivered to Research Council of Norway in May 2020, and d) innovation proposal delivered to Research Council of Norway in September 2020.



Alicja Renata Sadownik (HVL)



Anja Maria Pesch (UiT)

## WP 9

### The competent kindergarten – systemic knowledge creation and dissemination

This WP views kindergartens as learning organisations in which a group of people continually enhance their capabilities to create comprehensive and planned pedagogical knowledge for high quality kindergartens. Analytical reflections that justify professional action must be one of the core competences in a learning kindergarten. “Professional action,” in this sense, implies shared leadership, promoting shared responsibility for a sustainable future. The main objective of this WP is to describe, analyze and disseminate knowledge on different models of learning kindergartens.

We started out focusing on three main thematic areas in 2019: peer counseling and change of collective knowledge in kindergartens; management-level work with multicultural professional development in kindergartens: kindergartens as arenas for inclusion of refugees; observation in kindergarten teachers’ education and profession. Work has been progressing satisfactorily in all three areas, and we have developed a fourth theme into a partnership project: Knowledge creating kindergartens. This is a post doc project.

We also try to develop the ideas of the work package by participating in other projects outside the WP itself, and this has so far resulted in publications on dilemmas in leadership and formal knowledge combination in kindergarten education.



Øyvind Glosvik (HVL)



Johanna Birkeland (HVL)

## WP 10

### Leadership and diversity in kindergartens

Complementing the WP 9, this WP works to enhance knowledge about changes in kindergarten government, organisation and leadership on different levels and in diverse settings. We explore the ECEC organisation and leadership in the context of national and local ECEC policies, including EfD and ESD, as well as local variations regarding diversity and sustainability. How are local community challenges and national and local policies related to sustainability and social and cultural diversity reflected in management, structures and professional and leader roles? What are the implications for professional relations and the division of labor? What challenges do kindergarten leaders and owners experience regarding the adaptation to new policies and changing social environments? How do kindergarten owners and leaders collaborate with various stakeholders, including parents, NGOs and public service providers to meet the challenges faced? The WP is carried out in close cooperation with stakeholders at different levels, including municipalities and private owners.

The activities of the work package are based on the efforts of the work package managers as well as associated Ph.D. projects. The participants are affiliated with the research group Professions, Organisation and Politics, led by Kari Ludvigsen. Seminar activities provide possibilities for disseminating analyses from the work within a context of research on a broader theme related to professionalization, policy design, leadership and service organisation in the field of education.

HVL- funded Ph.D. projects are crucial to achieving the goals of the work package. Two Ph.D. students are approaching mid-term evaluation. A third scholarship started up late 2019. One Ph.D. project deals with educational leadership in a diverse kindergarten, based on fieldwork and interviews with staff and parents related to selected case kindergartens. Ph.D. - project number two thematizes quality in kindergarten teacher education, and analyses national policy and local practice at selected educational institutions. The third Ph.D. - project deals with the implications of digitalization of parental cooperation in kindergartens for professional roles, professional judgment and relationships in kindergarten. Results from the Ph.D. projects have been presented in a number of seminars and conferences.

Our activities benefit from the involvement of work package managers in a comprehensive assignment project on behalf of the Norwegian Directorate for Education led by Norge. The five-year evaluation of the implementation of the framework plan for the kindergartens provides a broad background for understanding key processes at different levels in the field.

In the coming year, we will collect and analyze survey and interview data on leadership roles in kindergartens. Results will be presented in workshops, at national and international conferences as well as in journals.



Kari Ludvigsen (HVL)



Dag Øyvind Lotsberg (HVL)



## Our Ph.D.s and postdocs



**Anita Tvedt Crisotomo (HVL)**  
Sustainable Kindergarten Practices – Experimental Posthuman Explorations. (WP 7, WP 2)



**Anne Grethe Sønsthagen (HVL)**  
Leadership’s work with multicultural professional development in kindergartens: Kindertartens as arenas of inclusion for refugees. (WP 9).



**Dorothea Lembrér (HVL)**  
Parent and teacher views on mathematical learning opportunities in home and ECEC environments. (WP 4)



**Czarecah Oropilla (HVL)**  
“Stories of Intergenerational Experiences: Voices of Younger Children and Older Adults”. (WP 8)



**Sidsel Boldermo (UiT)**  
Early Childhood Education for Diversity and Social Sustainability. Small stories on Migrant Children’s conditions for Belonging and Togetherness. (WP 7)



**Solveig Marie Borgund (HVL)**  
Quality in the Norwegian ECEC teacher education – national standards and local work. (WP 10)



**Silje Fyllingsnes Christiansen (HVL)**  
Multilingual mathematics and digital games: A cultural historical study of kindertartens mathematical language practices around playful digital games. (WP 4)



**Maria-Rosa Raphaela Doublet (HVL)**  
Language acquisition amongst multilingual children, a longitudinal study. (WP 3)



**Hege Fimreite (HVL)**  
Peer counseling and change of collective knowledge in kindertarten. (WP 9)



**Hilde Hjertager Lund (HVL)**  
Leadership and Cultural Diversity in Kindertarten. (WP 10)



**Svein-Erling Greiner (HVL)**  
Understandings, doings and conditions for critical reflection amongst pre-service kindertarten teachers. (WP 6)



**Baizhen Ciren (HVL)**  
Children’s experiences of kindertarten food and meals: A cross-cultural exploratory study in Norway and China. (WP 5)



**Elena Merzliakova (UiT)**  
Dialogues on cross-borders: the concept of ‘learning’ in early childhood education (WP 1)



**Lea Marie Maison (UiS)**  
Understanding sustainability, developing values: A research project in Norway and Mexico (WP 2)

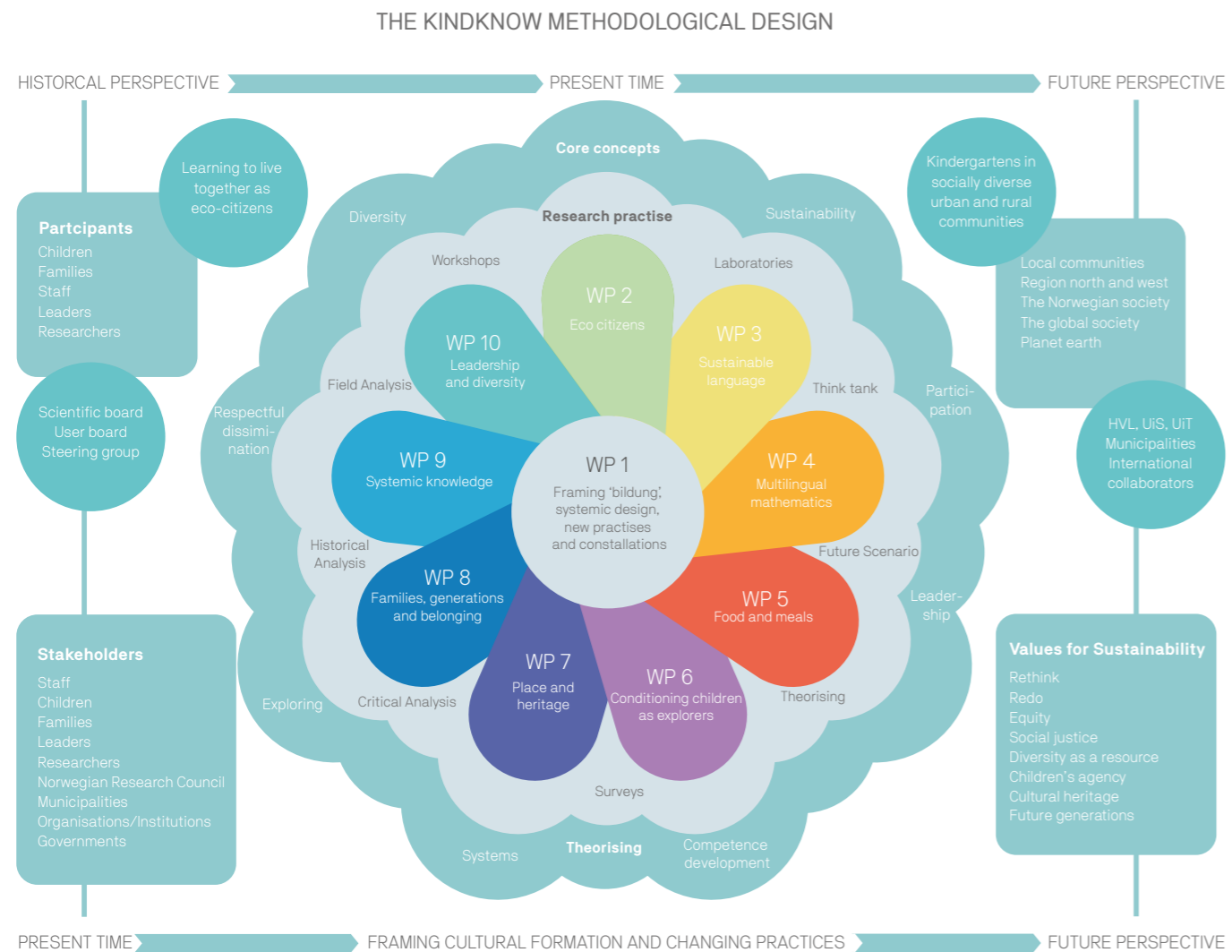


**Aihua Hu (HVL), Postdoc**  
Doing research on teacher education & transition from kindertarten to primary school. Involving in China Project. (WP 6)

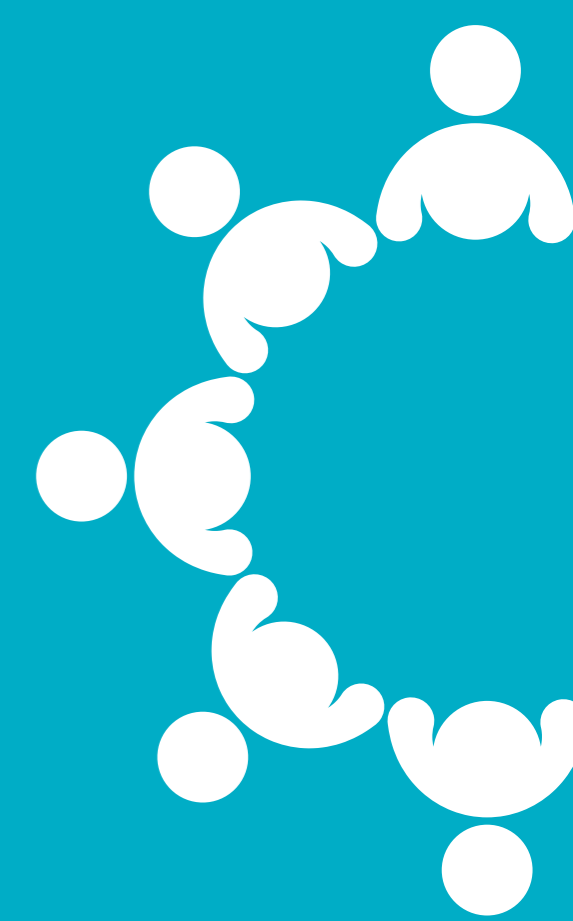


**Carola Kleemann (UiT) Postdoc**  
Doing research on multilingualism, language in kindertarten, sustainable language practices, North Sámi and Norwegian bilingualism, language development (WP3)

# The overall methodological design - a systemic approach



Research on these kinds of kindergarten practices will include several approaches, both qualitative and quantitative. We explore how to co-create an educational setting that provides children with opportunities to be explorative and agentic and how children's exploration can contribute to their development. Our research will enhance knowledge on diversity as a resource in kindergarten practices and in relation to kindergarten leadership.



Activities and achievements 2019



# Highlights of 2019

## Our new research staff, newly promoted professor and Professor II

Baizhen Ciren started her Ph.D. journey at BARNkunne Research Center, HVL in February 2019. Her Ph.D. project aims at contributing to a better understanding of children's experiences of food and meals in Norwegian and Chinese kindergartens. Her project is connected to BARNkunne's work package 5 on food and meals in the kindergartens.

With an academic background in Basic Health Science and International Health, her research interest lies primarily in the area of health, particularly among women and children. She has worked previously on women's health. In her current project, she is interested not only in capturing the kindergarten food and meal practices and the conditions in two different cultures, but also in listening to children's voices, which are often minimized or tokenized in the society in which we live.

Her supervisors are Hege Wergedahl, Eli Aadland and Aihua Hu (HVL).



Baizhen Ciren

Czarecah Oropilla (Eya) began her Ph.D. research fellowship in March 2019. Her research project aims to explore narratives of intergenerational experiences of younger children and older adults through visual methodologies. She is affiliated with WP 8 in the KINDknow center on families, generations and belonging.

She has a Bachelor of Science in Family Life and Child Development from the University of the Philippines, where she graduated cum laude. She was awarded an Erasmus Mundus scholarship for an International master's degree in Early Childhood Education and Care, a joint program of Oslo and Akershus University College (now Oslo Metropolitan University), University of Gothenburg, Dublin Institute of Technology (now Technical University Dublin), and University of Malta.

Eya has taught undergraduate and preschool classes at the University of the Philippines. In addition, she has managed operations of an international role-play facility for children and their families in Manila.

Her supervisors are Elin Eriksen Ødegaard (HVL), Jayne White (RMIT) and Gloria Quinnes (Monash University).



Czarecah Oropilla

In January 2019, Silje Fyllingsnes Christiansen started her Ph.D. project titled Multilingual children and digital games: A cultural - historical study of kindergarten's and home's mathematical language practices around playful digital games. The project aims at finding out if, and more importantly how, playful digital games can be used to support multiple mathematical languages in the kindergarten and in the children's homes. She uses mostly video observation, and the research is situated within a cultural-historical framework and the ethnomathematical theory of Alan Bishop. Silje is taking part in the research group Children's Mathematics, which is a subgroup of Mathematics didactics in a critical perspective, where the focus is on both kindergarten and school.

Silje has a bachelor's degree in Kindergarten teacher education from HVL and has many years' experience working in the kindergartens in the local area. She received a master's degree in Kindergarten knowledge, also from HVL, and her master's thesis is about multilingual children's participation in mathematical activities in the kindergarten.

Her supervisors are Tamsin Meaney and Liv Torunn Grindheim (HVL)



Silje Fyllingsnes Christiansen

In 2019, Professor Edit Bugge earned her professorship in Norwegian language at HVL. Her research interests are on first and second language acquisition, multilingual and multi-literate contexts for language use, language identity, social power and language rights, as well as literacy acquisition of children (and adult LESLLA learners). Her Ph.D. (2015) was on intergenerational language transmission and sociolinguistic variation in rural Norway. She has contributed to ECE through conducting research in multilingual kindergartens and studying the sociolinguistic development of mono- and multilingual children, which has resulted in several publications. Edit Bugge is also national coordinator for staff development in Norwegian Kindergartens (REKOMP).



Edit Bugge

Marilyn Fleer has been an adjunct professor [Professor II] at KINDknow research center since 2018. She holds the Foundation Chair in Early Childhood Education and Development at Monash University where she is also a Kathleen Fitzpatrick Australian Laureate Fellow. She also holds an honorary professorship at Oxford University. She researches in the areas of early childhood science, engineering and technologies with attention on digital visual methodology framed through cultural-historical theory. Her Laureate Fellowship on the theme 'Imagination in play and imagination in STEM' investigates how families and teachers create conditions for children's conceptual thinking in play-based settings.

She has supported the strategy development of KINDknow from before the start in 2018. During 2019, she has worked strategically with the director of KINDknow on supporting the milieu at UiT- the Arctic University of Norway in the planning of an international early childhood education conference, November 2020. Also planning of an event bringing together international Ph.D. students and senior researchers in an Oxford event at the OSAT group at the University of Oxford, spring 2020 and through further networking on publication planning.



Marilyn Fleer

Karen Wistoft has been connected to HVL as adjunct professor [Professor II] since August 2019. She is professor at Aarhus University, Denmark. Her research areas are different aspects of taste and sustainability, like teaching taste; dimensions of taste; outdoor taste education; taste, play and fantasy in kindergartens; sustainability and the moralistic taste; wild food; school gardens. She contributes to WP5 with her unique knowledge on taste.



Karen Wistoft





## Workshop at Soria Moria, Oslo

The KINDknow center, in collaboration with Alberta University, Canada and OMEP – Norway, held a workshop called "Shaping Possibilities in Dark Times: Hannah Arendt and Narrative Inquiry Workshop" in Oslo, June 11 and 12, 2019. This event brought together researchers from Canada, Germany and Norway. The idea was to work with understanding Narrative Inquiry while thinking with Hannah Arendt's writings. It was such a privilege to explore thinking through talks with Narrative Inquiry experts such as D. Jean Clandinin, and Vera Caine from University of Alberta and Hannah Arendt expert Helgard Mahrtdt from the University of Oslo. The workshop was truly interdisciplinary as it brought together researchers studying children from diverse backgrounds in early childhood and researchers studying older adults. The workshop came about as an initiative from the Hannah Arendt international Skype reading group, KINDknow HVL and UiT and OMEP Norway. It all started in Bergen in 2015 at the "Negotiating Neglected Narrative Conference" where D. Jean Clandinin and Vera Caine came as invited keynote speakers. This event in 2019

allowed us to continue to ground and deepen scientific and political understandings and formulate some possibilities for research into the future. Among the participants were Helgard Marhdt (UiO), Vera Caine and D. Jean Clandinin, University of Alberta, Bodil Blix and Sidsel Boldermo (Uit), Geir Aaserud, OsloMet, Ruth Ingrid Skoglund, Mette Bøe Lyngstad, Alicja Sadownik and Elin Eriksen Ødegaard, HVL.

## Seminar at Kviknes hotel, Balestrand

KINDknow center held a three-day seminar (28-30 August) at historical Balestrand by the Sognefjorden. Key researchers at BARNkunne, both Work Package leaders (Team leaders), PH.D. candidates and postdocs participated in the seminar. In terms of academic content, two guest speakers shared their expertise. Prof. Helen May from University of Otago, New Zealand (also a member of the KINDknow scientific board) gave a lecture on the international history of early childhood education. Eli Seland, Research librarian from HVL, talked about publishing strategies and encouraged the teams to further

develop a long-term publication plan. All team leaders presented their strategic plans to achieve the set goals with emphasis on progress and dissemination, followed by comments and feedback from Prof. May and the other participants. Ph.D. fellows also got the opportunity to make presentations during which they positioned themselves in relation to previous research, reading a chosen excerpt of previous research that they had prepared beforehand. The social activities such as cultural hiking, local history and local meals strengthened the participants' sense of community of ECE research within KINDknow and enriched our knowledge of local history and heritage.

## Invited international guest scholar

Helen May Professor Emeritus, University of Otago, New Zealand, is a member of KINDknow's scientific board. In August 2019, she visited Norway and made two presentations pertaining to KINDknow's aims; she also participated in a meeting of the scientific board. The first workshop was about using a historical lens in analyzing documentation about early childhood education. This workshop was attended by a number of researchers affiliated with KINDknow and was particularly well received by Ph.D. students who had not previously considered whether or how to incorporate historical evidence/background into their research. At the KINDknow meeting held at Balestrand, Professor May gave an inspiring talk based on her own history of activism in the early childhood sector in New Zealand, including the writing of the first early childhood curriculum that was strongly associated with Indigenous perspectives that respected the bicultural background of New Zealand, represented in the Treaty of Waitangi.

## International visiting scholar

Prof. Carme Balaguer was a visiting scholar to KINDknow from April to June 2019. Dr. Balaguer works at the International University of Barcelona and had a sabbatical from her university to develop her research. While at KINDknow, she participated in some of the research projects connected with WP4 Multilingual Mathematics. She also attended events at KINDknow that provided her with a rich understanding of the Norwegian early childhood sector. One outcome from Dr. Balaguer's stay was the development of a symposium on how cultural considerations affect the evaluation of mathematical apps; this was conducted in coordination with members of WP4 and their international network. As a consequence of this joint work, Prof. Balaguer remains in regular contact with KINDknow.

# Publications

In 2019, KINDknow researchers have published a wide range of articles in different journals and books. The topics vary from building kindergarten teachers' professional competency to sustainability in ECE settings. Team leaders, key researchers, and doctoral research fellows (Ph.D.s) have contributed to the written publications.

## Publications:

- > Scientific journal articles (17)
- > Scientific chapters in peer reviewed books (8)
- > Textbooks (4)
- > Chapters in textbooks (3)
- > Editorials (2)
- > Popular scientific articles and Chronicles (5)



## Scientific journal articles (17)

1. **Birkeland, Johanna** Observation – A Part of Kindergarten Teachers' Professional Skill Set. *Universal Journal of Educational Research* 2019 (2332-3205) Vol. 7 (3A), s. 50-59  
**Cristin publikasjons-ID:** 1690325 **Institusjon:** HVL
2. **Birkeland, Johanna; Ødegaard, Elin Eriksen** Hva er verdt å vite om observasjon i dagens barnehage? Metodologi i endring mellom tradisjon, ny vitenskap og personlig kunnskap. *Norsk pedagogisk tidsskrift* 2019 (0029-2052) Vol. 103 (2-3), s. 108-120  
**Cristin publikasjons-ID:** 1741569 **Institusjoner:** UIT, HVL
3. **Birkeland, Åsta; Li, Minyi** Building a sustainable future through international ECE partnership programmes. *ECNU Review of Education* 2019 (2096-5311) Vol. 2 (4), s. 458-474  
**Cristin publikasjons-ID:** 1764549 **Institusjon:** HVL
4. **Boldermo, Sidsel; Ødegaard, Elin Eriksen** What about the migrant children? The state-of-the-art in research claiming social sustainability. *Sustainability* 2019 (2071-1050) Vol. 11 (2)  
**Cristin publikasjons-ID:** 1658851 **Institusjoner:** UIT, HVL
5. **Dardanou, Maria** From foot to pencil, from pencil to finger: Children as digital wayfarers. *Global Studies of Childhood* 2019 (2043-6106) Vol. 9 (4), s. 348-359  
**Cristin publikasjons-ID:** 1757078 **Institusjon:** UIT
6. **Foss, Vigdis; Fimreite, Hege; Fossøy, Ingrid Karin; Ødegaard, Elin Eriksen** Frå stamme til satellitt – kva metaforar kan fortelje om korleis ei lærarutdanningsreform vert forstått og iverksett. *Forskning og Forandring* 2019 (2535-5279) Vol. 2 (1), s. 4-24  
**Cristin publikasjons-ID:** 1706328 **Institusjon:** HVL

7. **Grindheim, Liv Torunn; Bakken, Yvonne; Hauge, Kjellrun Hiis; Heggen, Marianne Presthus** Early Childhood Education for Sustainability Through Contradicting and Overlapping Dimensions. *ECNU Review of Education* 2019 (2096-5311) Vol. 2 (4), s. 374-395  
**Cristin publikasjons-ID:** 1764537 **Institusjon:** HVL

8. **Heggen, Marianne Presthus; Sageidet, Barbara Maria; Goga, Nina; Grindheim, Liv Torunn; Bergan, Veronica; Krempig, Inger Wallem; Utsi, Tove Aagnes; Lynngård, Anne Myklebust** Children as eco-citizens? *Nordic Studies in Science Education* 2019 (1504-4556) Vol. 15 (4), s. 387-402  
**Cristin publikasjons-ID:** 1755321 **Institusjoner:** UIT, UIS, HVL

9. **Lange, T. & Meaney, T.** (2019). What the mathematics in the puzzles and handicrafts in 1920s Danish children's magazines tells about childhoods. *Contemporary Issues in Early Childhood*, 20(4), 294-308.

10. **Li, Minyi; Birkeland, Åsta** A critical analysis of education for sustainability in early childhood curriculum documents in China and Norway. *ECNU Review of Education* 2019 (2096-5311) Vol. 2 (4), s. 441-457  
**Cristin publikasjons-ID:** 1764550 **Institusjon:** HVL

11. **Pramling-Samuelsson, I., Li, M., & Hu, Aihua.** (2019). Early Childhood Education for Sustainability: A Driver for Quality. *ECNU Review of Education*, 2(4), 369-373. <https://doi.org/10.1177/2096531119893478>

12. **Sadownik, Alicja R.; Baraldsnes, Dziuginta** Lithuanian and Polish educators' learning during a short study trip to Norwegian early childhood education and care. *Culture & Psychology* 2019 (1354-067X) Vol. 25 (4), s. 559-588  
**Cristin publikasjons-ID:** 1708221 **Institusjon:** HVL

13. **Sageidet, Barbara Maria** 'World Environmental Education Congresses' og naturfagenes rolle innen utdanning for bærekraftig utvikling. *Nordic Studies in Science Education* 2019 (1504-4556) Vol. 15 (4), s. 342-357  
**Cristin publikasjons-ID:** 1770151 **Institusjon:** UIS

14. **Sageidet, Barbara Maria; Christensen, Mia; Davis, Julie M.** Children's Understandings of Environmental and Sustainability-related Issues in Kindergartens in Rogaland, Norway, and Queensland, Australia. *International Journal of Environmental and Science Education* 2019 (1306-3065) Vol. 14 (4), s. 191-205  
**Cristin publikasjons-ID:** 1728197 **Institusjoner:** QUT, UIS

15. **Sataøen, Svein Ole; Fossøy, Ingrid Karin** Val av studielitteratur i barnehagelærerutdanninga. *Norsk pedagogisk tidsskrift* 2019 (0029-2052) Vol. 103 (2-3), s. 83-95  
**Cristin publikasjons-ID:** 1743343 **Institusjon:** HVL

16. **White, Elizabeth Jayne; Ødegaard, Elin Eriksen** Ocular Becomings in Dangerous Times. *Video Journal of Education and Pedagogy* 2019 (2364-4583)  
**Cristin publikasjons-ID:** 1763884 **Institusjon:** HVL

17. **Ødegaard, Elin Eriksen; Marandon, Andre** Local Weather Events: Stories of Pedagogical Practice as Possible Cultures of Exploration *ECNU Review of Education* 2019 (2096-5311) Vol. 2 (4), s. 421-440  
**Cristin publikasjons-ID:** 1768108 **Institusjon:** HVL

## Scientific Chapters in peer reviewed books (8)

1. **Bugge, Edit** Foreldre, "filteret" og språkbrukeren. *Novus Forlag* 2019 (978-82-8390-029-3)  
**Cristin publikasjons-ID:** 1761007 **Institusjon:** HVL

2. **Crisostomo, Anita Tvedt** Bærekraftige barnehagepraksiser - eksperimenterende posthumane utforskninger. *Universitetsforlaget* 2019 (978-82-15-03242-9), s. 122-133  
**Cristin publikasjons-ID:** 1772897 **Institusjon:** HVL



3. **Glosvik, Øyvind** Mellom kvardag og system – ein modell om førstelinjeleing i norsk, offentlig tenesteyting og forvaltning? *Universitetsforlaget 2019 (978-82-15-03439-3)*, s. 258-277

**Cristin publikasjons-ID:** 1730134 **Institusjon:** HVL

4. **Hu, Aihua; Ødegaard, Elin Eriksen** Play and/or Learning: Comparative Analysis of Dominant Concepts in National Curriculum Guidelines for Early Childhood Education in Norway, Finland, China, and Hong Kong.

*International Perspectives on Education and Society 2019 (1479-3679) Vol. 37, s. 207-224*

**Cristin publikasjons-ID:** 1722600 **Institusjon:** HVL

5. **Sageidet, Barbara Maria** Pedagogiske metoder for å lære barn om sammenhenger for bærekraftig utvikling.

*Universitetsforlaget 2019 (9788215028514)*, s. 53-66

**Cristin publikasjons-ID:** 1684611 **Institusjon:** UIS

6. **White, Jayne E.; Rutanen, Niina; Sumsion, Jennifer; Mika, Carl TH; Ødegaard, Elin Eriksen; Gradovski, Mikhail** Conclusion: Discourses and Dreams on Becoming.

*Springer Nature 2019 (978-981-329-655-8)*, s. 123-132

**Cristin publikasjons-ID:** 1750517 **Institusjoner:** RMIT, UIT, TWWoW, CSU, UIS, Jy

**Cristin publikasjons-ID:** 1750517 **Institusjoner:** RMIT, UIT, TWWoW, CSU, UIS, Jy

7. **White, Jayne E.; Ødegaard, Elin Eriksen; Rutanen, Niina; Sumsion, Jennifer; Mika, Carl TH; Gradovski, Mikhail** Beginning Becoming: The First 1000 Days. *Springer Nature 2019 (978-981-329-655-8)*, s. 1-15

*Springer Nature 2019 (978-981-329-655-8)*, s. 1-15

**Cristin publikasjons-ID:** 1750498 **Institusjoner:** RMIT, UIT, TWWoW, UIS, Jy

8. **Ødegaard, Elin Eriksen** Norway: 'Danning' and the infant – local conditions for the early formation as persons.

*Springer Nature 2019 (978-981-329-655-8)*, s. 33-54

**Cristin publikasjons-ID:** 1750717 **Institusjon:** HVL

## Textbooks (4)

1. **Bugge, Edit** Skriftspråkleg mangfald som ressurs i opplæringa. *Universitetsforlaget 2019 (9788215034928)*, 80 ss.

**Cristin publikasjons-ID:** 1710632 **Institusjon:** HVL

2. **Grindheim, Liv Torunn; Aaserud, Geir** Barnehagelæreren - en verdibygger. *Fagbokforlaget 2019 (978-82-450-2389-3)*, 248 ss.

**Cristin publikasjons-ID:** 1757347

**Institusjoner:** OSLOMET, HVL

3. **Kasin, Olav; Haugen, Arne Sveinson; Langholm, Guri; Heggen, Marianne Presthus; Syed, Bushra Fatima** Bærekraftig utvikling - pedagogiske tilnæringer i barnehagen. *Fagbokforlaget 2019 (978-82-450-2298-8)*, 278 ss.

*Fagbokforlaget 2019 (978-82-450-2298-8)*, 278 ss.

**Cristin publikasjons-ID:** 1690368

**Institusjoner:** OSLOMET, UIO, HVL

4. **Kasin, Olav; Haugen, Arne Sveinson; Langholm, Guri; Heggen, Marianne Presthus; Syed, Bushra Fatima.** Bærekraftig utvikling - pedagogiske tilnæringer i barnehagen. *Fagbokforlaget 2019 (ISBN 978-82-450-2298-8)* 278 s.

*Fagbokforlaget 2019 (ISBN 978-82-450-2298-8)* 278 s.

HVL OSLOMET UIO



Launch of book written by Prof. Edit Bugge



Launch of book edited by Liv Torunn Grindheim and Geir Aaserud

## Chapters in textbooks (3)

1. **Birkeland, Åsta; Ødemotland, Siv** Barnehagelæreren - en verdensborger? *Fagbokforlaget 2019 (978-82-450-2389-3)*, s. 57-69

**Cristin publikasjons-ID:** 1758559 **Institusjon:** HVL

2. **Grindheim, Liv Torunn; Aaserud, Geir** Barnehagelærerens utvidede profesjonsansvar. *Fagbokforlaget 2019 (978-82-450-2389-3)*, s. 13-22

**Cristin publikasjons-ID:** 1757350 **Institusjoner:** OSLOMET, HVL

3. **Grindheim, Liv Torunn; Bakken, Yvonne; Gislefoss, Tonje; Hauge, Kjellrun Hiis; Heggen, Marianne Presthus** Lekende endringsagenter i bærekraftige barnehager. *Fagbokforlaget 2019 (978-82-450-2389-3)*, s. 89-106

**Cristin publikasjons-ID:** 1757349 **Institusjon:** HVL

## Editorial (2)

1. **Pramling-Samuelsson, I., Li, M., & Hu, A.** special issue on Building a sustainable future for our young children: Voices from China and Nordic Countries in ECE Context. *ECNU Review of Education*. <https://journals.sagepub.com/toc/ROE/current>

2. **Sageidet, Barbara Maria; Turmo, Are; Rundgren, Carl-Johan** Editorial. *Nordic Studies in Science Education 2019 (1504-4556) Vol. 15 (4)*, s. 338-341

**Cristin publikasjons-ID:** 1755892 **Institusjoner:** UIO, UIS

## Popular scientific articles and Chronicles (5)

1. **Sønsthagen, Anne Grethe** Etablering og utvikling av tillit mellom somaliske mødre og barnehagepersonalet. *Barnehagefolk 2019 (1500-6905) Vol. (4)*

**Cristin publikasjons-ID:** 1754256 **Institusjon:** HVL

2. **Aasen, Wenche; Birkeland, Johanna.** Lengten etter barnehagekunnskap- assistenters ønske om å lære. *Barnehagefolk 2019 (2)* HVL

3. **Kleemann, Carola** Sjøppelbilen og språkmiljøet. *Altaposten 2019 Vol. (108)*, s. 10-10

**Cristin publikasjons-ID:** 1728487 **Institusjon:** UIT

3. **Sadownik, Alicja R.** Hvorfor frykter polske foreldre norsk barnevern, men stoler på barnehagen? *Stavanger Aftenblad 2019 (0804-8991)*

**Cristin publikasjons-ID:** 1731747 **Institusjon:** HVL

5. **Ødegaard, Elin Eriksen; Borgen, Jorunn Spord; Marandon, Andre Steenbuch.** Barn trenger blautadrit og maur, ikke mer plast. *Bergens Tidende 2019 0908)*

*Bergens Tidende 2019 0908)*

**Cristin publikasjons-ID:** 1794447 **Institusjoner:** HVL, NIH



# Seminars, conferences and presentations

Many presentations, seminars and conferences have been held during the last year, ranging from scientific lectures in international conferences like CIES (Comparative and International Education societies) to lectures and conversations for local kindergarten teachers, like the planning day for projects carried out with partnership kindergartens of Bergen municipality. Invited guests have also enlightened us at the KINDknow center and contributed to interesting discussions.

## Seminars, conferences and presentations

- > Keynotes and invited guest lectures at Nordic and international conferences
- > Scientific and academic papers, posters and panels



EECERA 2019, Thessaloniki, Greece

## Keynotes and invited guest lectures at Nordic and international conferences

WHEN	WHERE/ ORGANIZER	ARRANGEMENT	PLACE	PREVALENCE	INVITED	WHO	TITLE
February 28- March 3	ESREA and HVL	Conference: Artful Language and Narratives of Adult learning' on the Education of Adults	Bergen	International	Yes	Ødegaard, Elin Eriksen (HVL)	Neglected narratives and the potential of collaborative narratives
22-24 May	The CHACDOC network and HVL	Conference: CHACDOC Cultural-Historical Approaches to Children's Development and Childhood	Bergen	International	Yes	Ødegaard, Elin Eriksen (HVL), Grindheim, Liv Torunn (HVL)	Exploring the concept of exploration
17-19. June	RMIT University and AVP	Conference: Oculra Becomings in Dangerous Times: The Politics of Seeing	Melbourne	International	Yes	Ødegaard, Elin Eriksen (HVL/UiT) Myrstad, Anne (UiT)	Visualizing epistemological perspectives - a case of the web-banner of KINDknow - Kindergarten Knowledge Center for Research on Diversity and Sustainable Futures
17-19. June	RMIT University, AVP	Association for Visual Pedagogies 2019 International AVP Conference	Melbourne	International	Yes	Gradovski, Mikhail (UiS) Janfada, Mahtab (University of Melbourne) Janfada, Nasim (University of Melbourne) Redder, Bridgette (The University of Waikato) Westbrook, Fiona (RMIT University) White, Jayne E. (RMIT University) Ødegaard, Elin Eriksen (HVL/UiT)	Dangerous Images and Dialogic Responses
June 19	RMIT University	Official Launch of the RMIT School of Education PopLab, Guest lecture	Melbourne	International	Yes	Ødegaard, Elin Eriksen (HVL)	Possibilities, activities and dialogues - Opening up the local and global space of KINDknow Kindergarten Knowledge Center for Systemic Research on Diversity and Sustainable Futures - Keynote address
August 19-24	Norsk Natur Nettverk	Naturfagsutdannerkonferansen	Hell	Norwegian	yes	Hedegaard, Mariane (University of Copenhagen) Edwards, Anne (Oxford University) Fleer, Marilyn (Monash University) Ødegaard, Elin Eriksen (HVL)	Symposium - Using Theory in Evaluation: Connecting the global and the local to look towards the future
October 17	FILIORUM (UIS)/ KINDknow (HVL)	Norwegian research conference on early childhood education	Stavanger	Norwegian	Yes	Grindheim, Liv Torunn (HVL)	Små keisere eller verdensborgere. På spor etter danningssideal i kinesiske barnehager

## Scientific and academic papers, posters and panels

KINDknow and FILIORUM, the kindergarten research center at the University of Stavanger, have started collaboration on a yearly Norwegian research conference on early childhood education. Filiorum and KINDknow will take turns arranging this conference every other year. In 2019, this conference was held in Stavanger, arranged by Filiorum and the theme was Play and interaction in the diverse kindergarten. In 2020, KINDknow will arrange this conference. KINDknow also participated in organizing CHACDOC (Cultural-Historical Approaches to Children's Development and Childhood) Conference in May 2019.

WHEN	WHERE/ ORGANIZER	ARRANGEMENT	PLACE	PREVALENCE	INVITED	WHO	TITLE
January 8-12	The University of Stavanger (UiS)	ICSEI 2019, International Congress for School Effectiveness and Improvement	Stavanger	International	No	Sageidet, Barbara Maria (UiS)	The role of science education within education for sustainable development, reflected on the "World Environmental Education Congresses"
January 21	NaChLitCul, HVL	Seminar	Bergen	Norwegian	Yes	Vetlesen, Arne Johan (UiO) Grieg, Kai Heggen, Marianne Presthus (HVL)	Hva skal vi svare våre barn om klimakrisen? / What should we answer to our children about the climate crisis?
February 5-10	European Society for Research in Mathematics Education	The Eleventh Congress of the European Society for Research in Mathematics Education (CERME11),	Utrecht	International	Yes	Lembrér, Dorota (HVL)	Photo elicitation interviews in early years mathematics research
March 19-21	Nordic Summer University	Conference: Global challenges - Rethinking Education	Bergen	Nordic	No	Skoglund, Ruth Ingrid (HVL) Birkeland, Åsta (HVL) Hu, Aihua (HVL)	Student teachers' dialogical formation revealed in exam texts from an international program within Kindergarten teacher education
March 25-27	The Norwegian Ministry of Education and Research and the Union of Education in Norway	International Conference on the Nordic Early Childhood Education and Care (ECEC) model	Oslo	International	Yes	Meaney, Tamsin Jillian (HVL)	Multilingual mathematics: Using digital games to develop children's mathematical languages
March 25-27	The Norwegian Ministry of Education and Research and the Union of Education in Norway	International Conference on the Nordic Early Childhood Education and Care (ECEC) model	Oslo	International	Yes	Pesch, Anja Maria (UiT)	Creating space for multilingualism in kindergarten: Beyond the resource perspective.
April 14-18	Comparative and International Education Society	Conference: Comparative and International Education Society	San Francisco	International	No	Sønsthagen, Anne Grethe (HVL)	Inclusion in kindergartens
April 10	Department of Pedagogy, Religion and Social Studies (HVL)	Social Studies Seminar	Bergen	Norwegian	Yes	Lund, Hilde Birgitte Hjertager	Ledelse i møte med kulturelt mangfold i barnehagen. Metodiske utfordringer og refleksjoner på feltarbeid i egen kultur/ Leadership in meeting cultural diversity in kindergartens. Methodological challenges and reflections on field work in our own culture

WHEN	WHERE/ ORGANIZER	ARRANGEMENT	PLACE	PREVALENCE	INVITED	WHO	TITLE
April 14-18	Comparative International Education Society (CIES) 2019	Conference: Education for Sustainability	San Francisco	International	No	Birkeland, Åsta (HVL) Aahaug, Kristine Hoff (HVL) Li, Minyi (Beijing Normal University) Hao, Guo (Beijing Normal University)	How did political, academic and professional voices negotiate in early childhood education for sustainability in a state visit to China?
April 14-18	Comparative International Education Society (CIES) 2019	Conference: Education for Sustainability	San Francisco	International	No	Aihua Hu (HVL) Birkeland, Åsta (HVL) Minyi (Beijing Normal University)	International continuous professional development of kindergarten principals and government officials within ECE: A collaboration between China and Norway
May 15-16	Inland Norway University of Applied Sciences and Oslo Metropolitan University	EECERA Multilingual Childhoods SIG Conference: Multilingual Childhoods: Education, Policy and Practice	Hamar	International	No	Pesch, Anja Maria (UiT)	Schoolscapes as constructions of multilingualism - a case study of two kindergartens
May 22-24	Western Norway University of Applied Sciences/ CHACDOC	CHACDOC Conference: Exploration in Early Childhood Education	Bergen	International	No	Birkeland, Åsta (HVL) Sørensen, Hanne Værum (HVL)	Children's outdoor play activities in kindergartens in China and Norway
May 22-24	Western Norway University of Applied Sciences/ CHACDOC	CHACDOC Conference: Exploration in Early Childhood Education	Bergen	International	Yes	Hu, Aihua (HVL)	Exploration: Chinese kindergarten teachers' perceptions and practices
June 5	KINDknow research center	Seminar: A Bakhtinian Dialogic Approach in Research in Social and Human Sciences	Bergen	International	No	Birkeland, Åsta (HVL)	The struggle of hegemony and boundary breaking - narratives from a China-Norway ECE network
June 11-12	University of Agder	Seminar: Democracy network gathering	Kstiansand	Nordic	No	Grindheim, Liv Torunn (HVL)	Barn som komande og verande økoborgarar/ Children as being and becoming eco-citizens.
June 12-13	University of Stavanger	Guest lecture, Institute of Kindergarten Teacher Education, UIS	Farsund	Norwegian	Yes	Grindheim, Liv Torunn (HVL)	Berekraftig lærerutdanning/ Sustainable kindergarten teacher education
June 13-14	University of Bergen	Conference: The 14th Biennial Conference of Nordic Association for China Studies (NACS)	Bergen	International	No	Birkeland, Åsta (HVL)	Early Childhood Education in China - Cultural historical traces of local situatedness and global awareness
June 13-14	University of Bergen	Conference: The 14th Biennial Conference of Nordic Association for China Studies (NACS)	Bergen	International	No	Aihua Hu (HVL) Minyi (Beijing Normal University)	International continuous professional development of kindergarten principals and government officials within ECE: A collaboration between China and Norway
June 13-14	University of Bergen	Conference: The 14th Biennial Conference of Nordic Association for China Studies (NACS)	Bergen	International	No	Ruth Ingrid Skoglund	Didactical approaches to work with sustainability in Chinese and Norwegian kindergartens



WHEN	WHERE / ORGANIZER	ARRANGEMENT	PLACE	PREVALENCE	INVITED	WHO	TITLE
July 1-3	Manchester Metropolitan University (MMU)	Seminar	Manchester	International	Yes	Myrstad, Anne (UiT) Hackett, Abigail (MMU)	Lines in the snow; minor paths in the search for sustainability early childhood education
July 4-6	International Sociological Association	Conference: ISA - RC52 Interim Meeting 2019	Florence	International	Yes	Borgund, Solveig Marie	Reforming kindergarten teacher education in Norway - The role of the organisations and the professions
July 4-6	International Sociological Association	Conference: ISA - RC52 Interim Meeting 2019	Florence	International	Yes	Kari Ludvigsen	Norwegian ECEC teacher professionalism between marketization and welfare state ambitions: Searching for an analytical approach
August 19-24	DPU Aarhus University	Conference: ISPT2019	Copenhagen	International	No	Ødegaard, Elin Eriksen (HVL)	Challenging global models of one - dimensional trajectories for child development - working with multi voiced assessment of pedagogical engagement and local awareness in early childhood education in Norway
August 20-23	European Early Childhood Research Association (EECERA)	EECERA (29th) conference	Tessaloni	International	No	Bergan, Veronica (UiT) Bartnæs, Pernille Elisabeth (UiT)	Exploring the kindergarten teacher's role in garden activities for sustainability - A case study from an Arctic kindergarten
August 20-23	European Early Childhood Research Association (EECERA)	EECERA (29th) conference	Tessaloni	International	No	Heggen, Marianne Presthus (HVL) Sageidet, Barbara Maria (UiS) Utsi, Tove Aagnes (UiT) Lynngård, Anne Myklebust (HVL) Grindheim, Liv Torunn (HVL) Goga, Nina (HVL) Krempig, Inger Wallem (UiT)	Children as eco-citizens?
August 20-23	European Early Childhood Research Association (EECERA)	EECERA (29th) conference	Tessaloni	International	Yes	Lembrér, Dorota (HVL)	Mathematics at home: Parents' views on children's mathematics learning and development
August 20-23	European Early Childhood Research Association (EECERA)	EECERA (29th) conference	Tessaloni	International	No	Lynngård, Anne Myklebust (HVL) Heggen, Marianne Presthus (HVL)	Curious on curiosity. Reflections on how ECTE teachers perceive children's curiosity
August 20-23	European Early Childhood Research Association (EECERA)	EECERA (29th) conference	Tessaloni	International	No	Sadownik, Alicja R. (HVL)	Belonging and participation at stake. Polish migrant children about (mis)recognition of their needs in Norwegian ECECs - article based presentation
August 20-23	European Early Childhood Research Association (EECERA)	EECERA (29th) conference	Tessaloni	International	No	Sadownik, Alicja R. (HVL) Haarju-Luukkainen, Heidi (Nord University) Garvis, Susanne (University of Gothenburg) Goff, Wendy (Swinburne University of Technology) Phillipson, Sivanes (Swinburne University of Technology) Tyler-Merrick, Gaye (Nottingham Trent University), Yngvesson, Tine E. Lewandowska, Ewa	Perspectives on Collaboration with Parents in ECEC: A content Analysis on Steering Documents in Australia, England, Finland, Germany, New Zealand, Norway, Poland and Sweden.

WHEN	WHERE / ORGANIZER	ARRANGEMENT	PLACE	PREVALENCE	INVITED	WHO	TITLE
August 20-23	European Early Childhood Research Association (EECERA)	EECERA (29th) conference	Tessaloni	International	No	Sageidet, Barbara Maria (UiS) Heggen, Marianne Presthus (HVL)	Global citizenship, children and sustainability
August 20-23	European Early Childhood Research Association (EECERA)	EECERA (29th) conference	Tessaloni	International	No	Dardanou, Maria (UiT) Pesch, Anja Maria (UiT)	Kindergartens in Northern Norway as semiotic landscapes
August 25-26	Western Norway University of Applied Sciences	Bererekræftskonferansen / The sustainability conference	Sogndal	Norwegian	No	Sønsthagen, Anne Grethe	Barnehagen som inkluderingsarena for flyktningar gjennom personalet sitt arbeid med fleikulturell kompetanseheving. Kindergarten as an inclusive arena for refugees through personnel's work to enhance multicultural competence.
August 25-30	Wild Pedagogies - network	Conference: Wild pedagogies	Finse	International	Yes	Heggen, Marianne Presthus (HVL) Lynngård, Anne Myklebust (HVL)	Re-wilding the dead mouse
September 3-6	European Educational Research Association (EECERA)	Conference, ECER 2019: Education in an Era of Risk - the Role of Educational Research for the Future	Hamburg	International	no	Borgund, Solveig Marie (HVL)	Education in an era of risk - time for policy for quality or quality policy?
September 3-6	European Educational Research Association (EECERA)	Conference, ECER 2019: Education in an Era of Risk - the Role of Educational Research for the Future	Hamburg	International	No	Lund, Hilde Birgitte Hjertager (HVL)	Cultural diversity as equality, inequality or awareness? Educational leaders' perceptions and practices on cultural diversity
September 18-20	University of Gdansk	12th Biennial Conference of European Research Network on Parents in Education	Gdansk	International	No	Sadownik, Alicja R. (HVL)	Cake as a manifestation of (the lack of) family agency in the context of early childhood education
September 18-20	University of Gdansk	12th Biennial Conference of European Research Network on Parents in Education	Gdansk	International	No	Sadownik, Alicja R. (HVL) Garvis, Susanne (University of Gothenburg) Harju-Luukkainen, Heidi Katarina (Nord University) Tyler-Merrick, Gaye (Nottingham Trent University), Phillipson Sivanes (Swinburne University of Technology) Goff, Wendy (Swinburne University of Technology) Lewandowska, Ewa	Steering documents as conditions for parental involvement: How to deal with the democratic deficit in Nordic, Anglo-Saxon and German countries?
September 18-20	University of Gdansk	12th Biennial Conference of European Research Network on Parents in Education	Gdansk	International	No	Sadownik, Alicja R. (HVL) Lewandowska, Ewa Jevtic, Adrijana Visnjic (University of Zagreb)	Conditions for parental involvement in early childhood education: Croatian, Norwegian, and Polish ECE steering documents and teacher education curricula
October 10	University of Stockholm	NOCIES biennial conference & Global CIE Forum	Stockholm	International	No	Hu, Aihua (HVL) Økland, Magli Sofie (HVL)	What to prepare?: Insiders' perspectives on transition from kindergarten to primary school from Norway and China
October 15-17	FILIORUM (UIS)/ KINDknow (HVL)	Norwegian research conference on early childhood education	Stavanger	Norwegian	No	Bartnæs, Pernille Elisabeth (UiT); Myrstad, Anne (UiT)	Lek i et skiftende snølandskap / Play in a changing snow landscape



WHEN	WHERE / ORGANIZER	ARRANGEMENT	PLACE	PREVALENCE	INVITED	WHO	TITLE
October 5-17	FILIORUM (UiS)/ KINDknow (HVL)	Norwegian research conference on early childhood education	Stavanger	Norwegian	No	Fimreite, Hege (HVL) Fossøy, Ingrid Karin (HVL)	"Som å skrelle av ei appelsin" - kollegaveiledning og endring av den kollektive kunnskapen i barnehagen. "Like peeling an orange" - colleague guidance and changing collective knowledge in kindergarten.
October 15-17	FILIORUM (UiS)/ KINDknow (HVL)	Norwegian research conference on early childhood education	Stavanger	Norwegian	Yes	Grindheim, Liv Torunn (HVL)	Korleis kan leik bidra til kvalitet i barnehagesektoren?/ How can play contribute to quality in the kindergarten sector?
October 5-17	FILIORUM (UiS)/ KINDknow (HVL)	Norwegian research conference on early childhood education	Stavanger	Norwegian	No	Hu, Aihua	What are children singing in kindergartens? A comparative study
October 15-17	FILIORUM (UiS)/ KINDknow (HVL)	Norwegian research conference on early childhood education	Stavanger	Norwegian	No	Sageidet, Barbara Maria (UiS), Rowntree, Noeleen (Bunyaville Environmental Education Center)	Young Children's play and learning in an outdoor school in Queensland, Australia
October 15-17	FILIORUM (UiS)/ KINDknow (HVL)	Norwegian research conference on early childhood education	Stavanger	Norwegian	No	Sønsthagen, Anne Grethe (HVL)	Korleis barnehagen kan fungere som ein inkluderingsarena for flyktningar gjennom personalet sitt arbeid med fleirkulturell kompetanseheving. How kindergarten can function as an inclusive arena for refugees through personnel's work to enhance cultural competence.
October 15-17	FILIORUM (UiS)/ KINDknow (HVL)	Norwegian Research conference on early childhood education	Stavanger	Norwegian	Yes	Ødegaard, Elin Eriksen (HVL) Eikset, Andrea Synnøve Blomsø (HVL)	På let etter utforskning gjennom det Frøbelske tredje rommet/ Looking for exploration through the Froebelian third space
October 24	Northwest Normal University	Seminar: Symposium on sustainable development in ECE	Lanzhou	National (not Norwegian)	Yes	Birkeland, Åsta	Early Childhood Education - Norwegian perspectives
October 24	Northwest Normal University	Seminar: Symposium on sustainable development in ECE	Lanzhou	National (not Norwegian)	Yes	Hu, Aihua (HVL)	Forest kindergarten: Norwegian model
October 28	Anji Educational Committee	Guest lecture Competence development for kindergarten teachers in Anji, China	Anji	National (not Norwegian)	Yes	Grindheim, Liv Torunn (HVL)	The State of outdoor play in Norwegian ECE
October 28	Anji Educational Committee	Guest lecture, Competence development for kindergarten teachers in Anji, China	Anji	National (not Norwegian)	Yes	Birkeland, Åsta (HVL)	Early Childhood Education - Norwegian perspectives
October 30	The Norwegian Directorate of Health and the National Center for Food, Health and Physical Activity	Kindergarten Conference 2019 - Food and meal in the kindergarten	Bergen	Norwegian	Yes	Wergedahl, Hege (HVL)	Forskning på mat og måltider i barnehagen/ Research on food and meals in the kindergarten

WHEN	WHERE / ORGANIZER	ARRANGEMENT	PLACE	PREVALENCE	INVITED	WHO	TITLE
October 31	ECNU Review of Education	Seminar: Building a sustainable future for our young children - Voices from China and the Nordic countries	Shanghai	International	Yes	Birkeland, Åsta (HVL)	Building a sustainable future through international ECE partnership programs
October 31	ECNU Review of Education	Seminar: Building a sustainable future for our young children - Voices from China and the Nordic countries	Shanghai	International	Yes	Grindheim, Liv Torunn (HVL) Bakken, Yvonne(HVL) Hauge, Kjellrun Hiis (HVL)Heggen, Marianne Presthus (HVL)	Early childhood education on sustainability through contradicting and overlapping dimensions
October 31	ECNU Review of Education	Seminar: Building a sustainable future for our young children - Voices from China and the Nordic countries	Shanghai	International	Yes	Ødegaard, Elin Eriksen (HVL)	Local Weather Event - Stories of pedagogical practice as possible cultures of exploration
November 13-14	National network for natural science education (NNN)	Seminar	Hell	Norwegian	Yes	Lynngård, Anne Myklebust (HVL) Heggen, Marianne Presthus (HVL)	Underlig nysgjerrighet. Lærerutdanneres forståelse av undring og nysgjerrighet/ Curious curiosity. Teacher educators' understanding of wonder and curiosity
December 12	Nasjonalt nettverk for utdanning og bærekraft/ Challenges of Sustainability in Educational Research	Seminar	Oslo	Norwegian	No	Heggen, Marianne Presthus (HVL)	Barn som øko-borgere/ Children as eco-citizens

# Outreach to the public and dialogues with partners

Elin Eriksen Ødegaard (WP 1) shared information about the KINDknow center and ongoing collaborative activities with Bergen municipality at Storbykonferansen - Med hjerte for barnehagen [Urban City Conference - with a heart for kindergartens]. This was an outreach to the public - the governors of kindergartens. Bergen municipality was the host. The Urban City Conference is a yearly event for the ten largest municipal kindergarten owners in Norway. In addition, representatives from the Norwegian national authorities participated.

Anja Maria Pesch (WP 8) and Marit Sundelin (WP 3), among others, have associated with KINDknow and participated in the Norwegian REKOMP - a regional competence development strategy in the interface between universities and kindergartens. They have participated in collaboration with kindergartens throughout 2019, with expertise in the field of language development, play, multilingualism and outdoor areas as arenas for language learning. Moreover, KINDknow has initiated dialogues at the leadership level on how to develop the strategy with REKOMP with the collaborative research designs developed by KINDknow. KINDknow considers this method of cooperation as very constructive and an interesting opportunity for further development of participatory research design. We hope for further response and additional opportunities.

Ph.D. candidate Svein-Erling Greiner participated in a panel debate, arranged by Save the Children [Redd barna] 04-04 2019. The theme was barriers and exclusion of children in Bergen [Barrierer og ekskludering av barn i Bergen]

## Dialogues with stakeholders

WHERE/ ORGANIZER	ARRANGEMENT	PLACE	PREVALENCE	INVITED	WHO	TITLE
KINDknow	KINDknow Research forum	Sogndal	Norwegian	Yes	Fimreite, Hege (HVL)	The need for new knowledge about the kindergarten teachers professional work - Early childhood teachers' role in a profession perspective
Western Norway University of Applied Sciences (HVL).	REKOMP network gathering, the university and college sector. Guest lecture	Gardermoen, Oslo	Norwegian	Yes	Ødegaard, Elin Eriksen (HVL)	Dialoger - deltakerorientert forskningsdesign BARNkunne og utviklingen av Partnerbarnehageprosjektet i Bergen kommune/ Dialogues - participant-oriented research design KINDknow and the development of the Partner Kindergarten project in Bergen municipality
Western Norway University of Applied Sciences (HVL).	Conference: REKOMP network gathering, the university and college sector.	Gardermoen, Oslo	Norwegian	Yes	Glovik, Øyvind (HVL)	Hva er praksisnær kompetanse, og hvilken læring og samskaping kan bidra til endring av praksis? / What is competence close to the field of practice and what kind of learning and co-creation can contribute to change of practice?
Sogn og Fjordane County Municipality, with partners	The national climate transition conference	Sogndal	Norwegian	Yes	Heggen, Marianne Presthus (HVL)	Hvorfor er egentlig barn og unge så viktige som endringsagenter? / Why are children and youth so important as agents of change?
Sogn og Fjordane County Municipality, with partners	The national climate transition conference	Sogndal	Norwegian	Yes	Heggen, Marianne Presthus (HVL) Aall, Carlo (Vestlandsforskning) Nome, Petter Støstad, Mads Nyborg	Framtidas klimaendringer er i dag! Korleis formidle den dystre klimabodskapen og samstundes engasjere og motivere til omstilling? / The future climate change is today! How to convey the somber climate message and at the same time engage and motivate for change?

WHERE/ ORGANIZER	ARRANGEMENT	PLACE	PREVALENCE	INVITED	WHO	TITLE
The Norwegian association for Waldorf early childhood education	Conference: Does the framework fit? The Waldorf ECE event	Hell	Bergen	Yes	Grindheim, Liv Torunn (HVL)	Å vere tilstades og samtidig i rørsele - eit forsøk på å omgrepsfeste motsette krav til medarbeidarar i barnehagar/To be present and at the same time in motion - an attempt to conceptualize contradicting requirements for an employees in kindergartens
Bergen municipality/KINDknow/ HVL	Seminar on Research kindergartens	Bergen	Norwegian	Yes	Glovik, Øyvind (HVL)	Praksisvendinga - forskingsbarnehagar er ein del av eit større bilete/ The turn in practice- research kindergartens are part of a bigger picture
Western Norway University of Applied Sciences (HVL).	Fagmesse: Nasjonal samling for Regional Kompetanseutvikling for barnehagar (REKOMP)	Gardermoen, Oslo	Norwegian	Yes	Fimreite, Hege (HVL)	Tett på barnehagebasert kompetanseutvikling/ A closer look at kindergarten-based competence enhancement
County Governor of Agder	Seminar: The county governor's meeting with the kindergarten authority	Fevik	Norwegian	Yes	Heggen, Marianne Presthus (HVL), Holmvik, Anett	Bærekraft som grunnleggende verdi - Alltid nok til alle/ Sustainability as a basic value - Always enough for everyone
The county governor of Troms and Finnmark	The Kindergarten Conference 2019	Tromsø	Norwegian	Yes	Myrstad, Anne (UiT) Bartnæs, Pernille Elisabeth (UiT) Hannah, Estrdahl	Livet rundt lavvoen/ Life around the lavvo
National Training Center for Kindergarten Principals, MoE	Training for kindergarten principals, Guest lecture	Changchun	National (not Norwegian)	Yes	Hu, Aihua	ECE and transition from kindergarten to primary school in Norway
Western Norway University of Applied Sciences (HVL).	The National Science Week, Poster presentation	Sogndal	Norwegian	Yes	Fimreite, Hege	Kollegaretleiing og endring av den kollektive kunnskapen i barnehagen/ Colleague guidance and change of the collective knowledge in the kindergarten
The Arctic University of Norway	The National Science Week	Alta	Norwegian	Yes	Kleemann, Carola (UiT)	Søppelbil og språkmiljøet/ The garbage truck and the language environment.
The Saami Parliament	Saami language week 2019	Alta	Norwegian	No	Kleemann, Carola (UiT)	Det lingvistiske landskapet i Alta - Viser det samiske? / The linguistic landscape of Alta - Is Sámi visible?
Bergen municipality	The metropolitan conference	Bergen	National (not Norwegian)	Yes	Elin Eriksen Ødegaard (HVL)	Sammen -om å skape kunnskapsrike barnehager i Bergen/Together - to create knowledgeable kindergartens in Bergen
Finnmark county/Rekomp	Rekomp	Alta	Norwegian	Yes	Kleemann, Carola (UiT)	Styrking av samisk språk og kultur. Forsknings og utviklingsprosjekt i barnehagen./Strengthening Sámi language and culture. Research and developmental projects in kindergarten.
Western Norway University of Applied Sciences (HVL).	Management training, Guest lecture	Voss	Norwegian	Yes	Birkeland, Åsta (HVL)	Å utforske barnehagepraksis gjennom internasjonisering eksempler fra et Kina Norge barnehage-nettverk/ Exploring kindergarten practices through internationalization, examples from a China Norway kindergarten network /
Pioneer Kindergartens	Seminar: Course for pedagogical leaders	Os	Norwegian	Yes	Heggen, Marianne Presthus (HVL)	Pionerene gjør fremtiden litt grønnere - nye utfordringer/ The pioneers make the future a little greener - new challenges
Municipality of Tromsø	Course day for kindergartens on work with multilingual children	Tromsø	Norwegian	Yes	Pesch, Anja Maria	Inkludering og språklig mangfold i barnehagen / Inclusion and linguistic diversity in kindergarten



# Applications

This year, the following applications for external funding have been submitted. Two application was also granted during 2019, here marked as green. Projects under evaluation are marked yellow, the ones not granted are marked orange.

SOURCE OF FUNDING	TITLE ACRONYM	KINDKNOW'S ROLE	BUDGET FOR HVL	LEVEL	TYPE OF APPLICATION
NFR	IRECE 2020	BARNkunne UiT as project leader, HVL as partner	NOK 100 000 Granted	Full proposal	Conference funding for ongoing NFR-project
NFR	EX-PED-LAB Barne- hagelærer som med- forsker	BARNkunne HVL as project partner Bergen kommune as project leader	NOK 500 000 Granted	Full proposal	RFF – Vest Regionalt kvalifiseringsprosjekt (Innovation)
DIKU	Building an Exploration and Pedagogical Innova- tion Laboratory for Early Childhood Education for Sustainability – A Partnership project	BARNkunne HVL as project leader	NOK 1,458 mill. -Under evaluation	Full proposal	INTPART Coordination and Support Activity
EEA GRANTS "GRIEG"	EARLY Childhood Education Institutions, Families and Small Children Facing Climate Change [EARLY FEAR]	BARNkunne HVL as Project partner	EURO:390000 NOK: 3.8 mill -Under evaluation	Full proposal	Bilateral research cooperation with Poland
NFR	Application to FINNUT on the project "Complimen- tary breakfast in kin- dergartens: Increasing quality in kindergartens through a nutritious and pedagogical meal"	BARNkunne HVL as Project partner	-Under evaluation	Full proposal	
NFR, SAMISK III	Sustainable language and culture practices for Sámi in Sámi kindergar- tens in predominantly Norwegian speaking communities.	BARNkunne UiT Part- ner as Project leader, WP 3 and WP7	NOK 11,062 mill. -Not granted	Full proposal	Research project
Regional Re- search Fund	Begrip – Grip Berekraft- en (WP2)	BARNkunne HVL as project leader	NOK 18,36 mill. -Not granted	Full proposal	Innovation

# In the media

This year the KINDknow center and researchers have appeared several times in the national news.

[Heggen, Marianne Presthus.](#)

Interview: Ungdom med klimabodskap. NRK Vestlandsrevyen [TV] 2019-04-24  
HVL

[Heggen, Marianne Presthus.](#)

Interview: Ungdom med klimabodskap. NRK Dagsrevyen [TV] 2019-04-24  
HVL

[Grindheim, Liv Torunn](#)

Interview - De sunne sinnataggene. A-magasinet [Avis] 2019-08-30  
HVL

[Hu, Aihua.](#)

Interview - Brukes sang i norske og kinesiske barnehager forskjellig? Det vil Aihua finne ut. <https://www.barnehage.no>  
[Internett] 2019-10-17

HVL

[Pesch, Anja](#)

Interview: Bedre norsk med og urdu av Kirsten Ropeid. Utdanning 3, 22.2.2019

[Ødegaard, Elin Eriksen](#)

Portrait feature interview: Brobyggeren. Første Steg, 01.2019. <https://www.utdanningsnytt.no/fagartikkel/elin-eriksen-odegaard--jeg-likes-ikke-urett-og-onsker-a-gjore-en-forskjell-for-barn-som-strever/117755>

# Websites and social media

Both the Norwegian and English websites of KINDknow center are regularly updated with new information and activities. Additionally, information and upcoming events are shared through center's Facebook page [www.facebook.com/BARNkunne](http://www.facebook.com/BARNkunne) and the Twitter account [@Sereptine](https://twitter.com/Sereptine) managed by the Center Director.

# More activities

## Internationalization

Internationalization is one of the key elements of KINDknow center. Besides the international academic exchanges, we have invited international scholars to come and share their expertise and talk with our researchers. We have also received international visitors from South Africa and China. Our researchers and Ph.D. candidates also conducted international visits in Australia, China and the US.

### Invited international scholars and visitors

<p>Guest researcher Prof. Carme Balaguer i Fàbregas from Universitat Internacional de Catalunya, Spain, stays at BARNkunne for 3 months (April-June)</p>		<p>&lt; Professor Emerita Helen May from the University of Ortega</p>
	<p>&lt; Professor Joyce Nuttall, Australian Catholic University, sharing her research with BARNkunne researchers</p>	
<p>Visitors from East China Normal University (professors and Ph.D. students) - presentations, kindergarten visits and dialogues</p>		<p>^ Prof. Vuyokazi Nomlomo Dean of the University of the Western Cape - presentations and dialogue</p>
	<p>Visitors from Northwest Normal University (professors) and Kindergartens from Shenzhen (kindergarten owners and principals) China- presentations, kindergarten visits and dialogues</p>	
<p>Visitors (Joan Herman co-director emerita and Jia Wang, adjunct professor and senior research scientist of the National Center for Research on Evaluation, Standards, and Student Testing (CRESST) at UCLA- presentations and dialogues</p>		

### Several of our researchers and Ph.D. candidates have conducted international visits.

	<p>&lt; Anne Myrstad UiT, Elin Eriksen Odegaard, HVL og UiT and Czarecah Oropilla (HVL) visited Marilyn Fleer and her Conceptual Play Lab at Monash University in Australia June 2019.</p>	
<p>Ph.D. Candidate Anne Grethe &gt; Sønsthagen spend one month at the University of California Los Angeles (UCLA).</p>		<p>Elin Eriksen Ødegaard holds ^ the open keynote address at the launch of the Pedagogies of Possibility (PoP) Lab in June. Here with founder professor Jayne E. White at RMIT in Melbourne Australia.</p>
	<p>&lt; Associate Prof. Åsta Birkeland, Associate Prof. Liv Torunn Grindheim, and Associate Prof. Aihua Hu visited kindergartens in Anji and Åsta and Liv Torunn gave lectures on Norwegian ECE from different perspectives</p>	
<p>^ Elin Eriksen Ødegaard, Associate Prof. Åsta Birkeland, Associate Prof. Liv Torunn Grindheim, and Associate Prof. Aihua Hu were invited to Shanghai to attend the special issue symposium in collaboration with East China Normal University. Included in this event was also Unesco Chair for Early Childhood Education Ingrid Pramling Samuelsson (at the user panel of KINDknow) and Minyi Li, partner of HVL from Beijing Normal University.</p>		



## Workshops and seminars



The Finse Colloquium on Wild Pedagogy by WP 2 on 25-30 August.

**25-30 August**, Marianne Presthus Heggen arranged the Finse Colloquium on Wild Pedagogies together with Bob Jickling, Lakehead University and Aage Jensen, Sundsvall. Anne Lynngård participated. Twenty-nine educators, philosophers, and authors from around the globe explored how Wild Pedagogies might work in teaching settings. They pushed boundaries of conventional thinking about conferences, collegial work, scholarship, wilderness, voice, pedagogy, education. Over a week, daily seminars, walks and talks, visits to cultural historical sites and glaciers. Special issues of Canadian Journal of Environmental Education and Australian Journal of Environmental Education are planned during the workshop.

**22 May**, in collaboration with their partners, WP 7 has arranged a workshop with researchers, children and employees from two University kindergartens of the University of Tromsø. The workshop was organized at the rock carving field of Skavbergene, followed by creative activities on the shoreline and on the rock mountain south of Straumshella.



## Mid-term seminars and master-class for Ph.D. candidates

**3 May:** Mid-term seminar for Johanna Birkeland (HVL)

Supervisors: Elin Eriksen Ødegaard (HVL); Valborg Baste (HVL and researcher 2 at NORCE Norwegian Research Center)

Panels: Professor Heidi Haurju-Luukkainen (Nord University) and Docent Anette Boye Kock (VIA University College).

**5 June:** Master class for Elena Merzliakova (UiT).

Supervisors: Elin Eriksen Ødegaard (HVL) and Mikhail Gradovski (UiS)

Panels: Professor Eugene Matusov (University of Delaware, USA) and Dr. Ana Marjanovic-Shane, (Dialogic Pedagogy, USA),

**28 November:** Mid-term seminar for Anita Tvedt Crisostomo (HVL)

Supervisors: Marianne Presthus Heggen, (HVL), Elin Eriksen Ødegaard, (HVL) and Anne Beate Reinertsen, (HIOF-Østfold University College)

Panels – Professor Ann Merete Otterstad (Oslo Metropolitan University) and Associate Professor Lykke Harmony Alara Guanio-Uluru (HVL).



# Where are we heading?

## WP 1: Framing early childhood education – ‘Bildung’ – cultural historical and future scenario practices

**Team leader:** Elin Eriksen Ødegaard (HVL);

WP 1 - Framing early childhood education – ‘Bildung’ – cultural-historical and future scenario practices

**Team leader:** Elin Eriksen Ødegaard (HVL);

In 2020, we will consolidate the core research through a series of team-led digital presentations and research forum dialogues. Two [BARNkunne] KINDknow conferences will be hosted in 2020, one in Tromsø, the International Research Early Childhood Education (IRECE) a collaboration between UiT, HVL and Monash University, and one in Bergen at the HVL campus in collaboration with Filiorum - UiS. BARNkunne is also involved in an HVL conference in collaboration with Association for Visual Pedagogies.

Steps will be taken to strengthen relations with partnerships/university kindergartens, as well as with teacher education. Ph.D. candidate Elena Merzliakova has finished her fieldwork on Russian and Norwegian kindergarten teacher students’ dialogues across borders and expects to publish at least one article and send two more for peer review.

WP 1 will continue the long-term collaborative process of planning for new projects, partners and staff, while at the same time working to strengthen the quality within the ones already in process. Next year WP 1 will in collaboration with WP 6, WP 6 and WP 9, give attention to the “Exploration and pedagogical Innovation Laboratories” (EX-PED-LAB) to further explore with groups of teachers in Bergen and Tromsø and theorise.

These work package initiatives, dialogues and dissemination plans are made to work transnationally and locally to enhance empirical research on ‘sustainability’, ‘Bildung’, and ‘exploration’ as well as cultural-historical and future scenario practices. To build theoretically and empirically strong foundations, the director works strategically as well as hands-on with research designs, analysis and dissemination. This work includes a close collaboration with top international scholars in the fields of early childhood education and qualitative methodology and philosophy. From the start, Marilyn Fleer, Monash University has been adjunct professor at the center. In 2020, the center

will expand with the addition of yet another adjunct professor to strengthen conceptual and empirical research. In addition, we are strengthening Nordic and arctic networks within ECE and Narrative Inquiry. In 2020, Elin Eriksen Ødegaard will work with the OMEP executive committee, having recently been elected to the board. In that respect, she has accepted the invitation to give a keynote in the World Congress in Athens, to the World Organisation for Early Childhood Education, OMEP 2020.

## WP 2: Being and becoming eco-citizens

**Team leaders:** Marianne Presthus Heggen (HVL) and Barbara Maria Sageidet (UiS)

WP2 has started fieldwork in Bergen in cooperation with Bergen Municipality, in Tromsø, and in Alta. We will start up fieldwork in a kindergarten in Stavanger during spring, 2020.

In 2020, our fieldwork in the kindergartens will be in focus, and we will acquire, document and analyze the accumulating data material. In September, several members of our team will attend the EECERA conference in Zagreb, and the tenth anniversary meeting of the international research group “Transnational dialogues in research in early childhood education for sustainability” (TND). Heggen and Sageidet have contributed to a chapter of the forthcoming book publication in this connection, “Researching Early Childhood Education for Sustainability – Challenging Assumptions and Orthodoxies”, Routledge, and the researchers in WP2 have several manuscripts in progress. Bergan, Sageidet and Heggen are involved in different editorial tasks. Ph.D. candidate Lea Maison is expected to publish an article.

WP2, WP 5 and Wp1 will organize the National kindergarten research conference of the KINDknow and FILIORUM research centers. Wp 2 will also organize the tenth anniversary meeting of the TND

## WP 3: Sustainable language practices in Norwegian kindergartens

**Team leaders:** Carola Kleemann (UiT) and Edit Bugge (HVL)

In 2020, we will continue our video recordings in our partner kindergarten, as well as staff development and

life stories project. The first analyses of the recordings will be presented at the TedELL2020 conference in Lisbon. We are in the process of having parents choose material and video clips for a language corpus available for other researchers. These clips will be transcribed and included in a corpus constructed by Tekstlaboratoriet, UiO. Carola Kleemann is involved in the organizing and arranging the IRECE 2020 conference together with WP 1, WP7 and WP 8.

## WP 4: Multilingual mathematics: Using digital games to develop children’s mathematical languages.

**Team leader:** Tamsin Meaney (HVL)

WP4 is developing its project in cooperation with one of the university kindergartens. In 2019, video recordings were made of children with kindergarten teachers using different digital tools, including different apps on tablets. These videos are now being analyzed by Silje Christiansen, Ph.D. candidate, and Birgitte Systad, master’s level student. In 2020, the plan is to contact a family that has expressed interest in being videotaped interacting with tablets and apps. This data will be analysed by Tamsin in 2020 and is expected to be used in a publication in 2021.

In January 2020, our international network presents a symposium on evaluating apps for young children at the Swedish MADIF conference. Tamsin will also present a keynote address on the use of apps for sustaining children’s mathematical languages at the Swedish mathematics teachers conference, known as the Biennale. In addition to a conference paper from the symposium, a special issue of the Journal of Mathematics and Culture will be produced that will include the individual papers from this symposium, plus other papers on apps. Mona Karbaschi Vee and Tamsin are writing a conference paper for the Nordic mathematics education conference (NORMA) due by the end of January 2020 on kindergarten preservice teachers’ evaluation of different mathematical apps. Later in the year, we anticipate that this will be rewritten as a journal article. It is also anticipated that the theoretical perspectives on what constitutes playful mathematical apps will be developed into an article for Silje Christiansen’s Ph.D. Tamsin Meaney will give a keynote at the IRECE conference in Tromsø in November 2020. Dorota Lembrér will defend her Ph.D. project at the end of 2020. She will defend her ‘kappe’ in May 2020 in Oslo as part of the NAFOL graduate school. Silje Christiansen will do her midway seminar in Autumn semester 2020.

## WP5: Food and meals in the kindergarten

**Team leader:** Hege Wergedahl

In 2020, we will continue data collection. Interviews of the staff and observation of the lunch meal in the kindergarten have started and will proceed during the first months of 2020. In the spring of 2020, the staff will conduct reflection exercises and focus on areas of interest for the project. The staff will conduct data collection (conversations with the children, reflection notes). A workshop will be held for the staff (practical activities, depending on focus areas). Further data collection and practical activities for the autumn of 2020 will be planned in cooperation with the kindergarten. We have also started collaboration with another kindergarten, and planning and data collection are ongoing during spring 2020. Further data collection and practical activities for the autumn of 2020 will be planned in cooperation with the kindergarten.

Ph.D. candidate Baizhen Ciren will publish the first article in spring 2020. Two other articles will be based on empirical data, and data collection in kindergartens has started and further data collection will be conducted during spring and autumn 2020, both in Norway and in China. Processing and analysis of the data will be performed in autumn 2020. A mid-term evaluation will be held in September, 2020.

## WP 6: Conditions for children as explorers

**Team leaders:** Liv Torunn Grindheim (HVL) and Åsta Birkeland (HVL)

WP 6 is working to construct data material through workshops in the Partnership project with Bergen Municipality. The next step is to analyze the material to obtain insight into how kindergarten teachers might improve conditions (facilitating play and learning) for children as explorers, in the domains of art, play and E-STEAM. The same goes for teacher’s ethical dilemmas when exercising their didactical aims, values, and sustainable practices. We will also extend the contact with ECE institutions through new partnership agreements. The team continues to research conditions for exploring social relations with an overall aim to gain knowledge about how to prevent bullying. An application for research funding on this topic will be sent to Save the Children in June 2020.



The team has implemented workshops in the plan for teaching in a master's level course to obtain insight into ways of understanding, and ways to challenge quality in education. Ph.D. candidate Svein Erling Greiner is in the final stage in his fieldwork among ECE students and teachers. He will publish the first article from his project.

Furthermore, the team is working to extend and strengthen the research collaboration with ECNU and BNU in the UTFORSK partnership program by applying for INTPART funding in September, 2019 and applying for ERASMUS+ global mobility scholarships in 2020. Through the UTFORSK network, we will have workshops to explore neighborhoods of kindergartens, in the involved countries. Moreover, we are involving more researchers in the international partnership program. Ruth Ingrid Skoglund (HVL), Liv Torunn Grindheim (HVL) and Juyan Ye (BNU) will gain insight into perspectives about how teachers facilitate play. Hanne Værum Sørensen (VIA University College), He Min (ECNU), Liv Torunn Grindheim and Åsta Birkeland (HVL) will investigate approaches to outdoor play in Denmark, China and Norway. The team will be host for Hanne V. Sørensen as guest researcher spring 2020. In the fall, Juyan Ye and Minyi Li (BNU) will be guest researchers. The UTFORSK group will organize workshops in Beijing about community learning and cultural sustainability with the UTFORSK kindergarten staff, students and researchers. The UTFORSK group will also plan for a symposium at the KINDknow - Filiorum conference in Bergen.

### WP 7: The methodology of place – in between local tradition and the development of place in kindergartens for the future

**Team leader:** Anne Myrstad (UiT)

The dissemination from WP 7 will be in the form of scientific articles in international and national journals related to the kindergarten field, location-based and sustainability education and other relevant topics. Article drafts from the team will be presented at national and international research conferences. Anne Myrstad will publish at least one article and Ph.D. candidate Anita Crisostomo expects to publish at least one article. WP 7 is developing an innovation project in strong collaboration with the municipality of Tromsø and an architect. The aim of the project is to visualize Sami / local culture in the kindergarten's outdoor space. The innovation proposal will be delivered to the regional Research Fund in Northern Norway.

Initiatives has been taken to strengthen our network, nationally and internationally, by entering into collaboration with the Sami network for kindergarten research and our international network by being a part of team organizing IRECE2020 in Tromsø. We are also working on extending our cooperation with Dr. Abigail Hackett from Manchester Metropolitan University and her network "naming the world" and will propose a project to acquire external funding. The team will realize the IRECE 2020 conference in Tromsø, in November, together with WP 1, WP 3 and WP 8.

### WP 8: Families, generations and belonging

**Team leader:** Alicja Renata Sadownik (HVL) and Anja Maria Pesch (UiT)

WP 8 started in August 2019 to include senior researchers and Ph.D. candidates across the campuses of Western Norway University of Applied Sciences and University of Tromsø. Moreover, the WP cooperates with one partner kindergarten in the municipality of Bergen and will start a cooperation with one university kindergarten in Tromsø. The team engaged in WP 8 aims to develop a joint research proposal to be submitted in May 2020 that will take as its point of departure the knowledge developed during theoretical analysis of the involved research group and our international networks. The knowledge developed within the involved Ph.D. projects on intergenerationality and belonging will be a significant contribution and Ph.D. candidate Czarecah Oropilla will have her midway seminar in 2020 and is expected to publish at least one article. Another part of the Wp's theoretical work is in conjunction with relating belonging and intergenerationality with the concept of sustainability. Ph.D. candidate Sidsel Boldermo will submit her thesis and will successfully defend it. The team is involved in co-editing a special issue of the journal Sustainability as work in progress through 2020. Moreover, an innovation proposal in close cooperation with the municipality of Bergen will be submitted in September 2020, led by Alicja Sadownik.

Through existing and extended international networks, the team is involved in organizing IRECE2020 in Tromsø (Anja Pesch) with WP 1, Wp 3 and WP 7. Moreover, Alicja Sadownik will be a member of the scientific committee of EECERA2020 in Zagreb. WP 8 is heading towards empirical work with strong participation of the local field (partner and university kindergartens) and international cooperation both at the level of analysis and dissemination of the research results.

### WP 9: The competent kindergarten – systemic knowledge creation and dissemination

**Team leaders:** Øyvind Glosvik (HVL) and Johanna Birkeland (HVL)

The package members are working along three lines. The first is to focus on integration of knowledge, as we started a discussion in 2019 on how to synthesize the findings in the published articles and the three doctoral theses. Along this line, we have planned a series of publications, both academic and popular-science. Ph.D. candidate Anne Grethe Sønsthøgen will finish work on her thesis.

The second line is to develop new projects, and to link our work with other external projects with similar ideas on knowledge creation.

Our third line is to focus on ourselves and existing ongoing fieldwork. Two of our members are retiring in 2020 (Svein Ole Sataøen and Ingrid Fossøy) and hence, we have decided to include two new colleagues from HVL into the work package. Ph.D. candidate Hege Fimreite will hold a midway seminar in 2020. New empirical data will be created through a series of at least three workshops to realise the project "Kindergarten teacher as researcher". In this collaborative project funded by RCN (Regional Fund), we will try out the concept of EX-PED-LAB.

### WP 10: Leadership and diversity in kindergartens

**Team leaders:** Kari Ludvigsen (HVL) and Dag-Øyvind Lotsberg (HVL)

Publishing scientific articles in international and national journals related to the kindergarten field, education policy, management and organisation and other relevant topics will be major goal to achieve for WP10 in 2020. Drafts of articles will be presented at national and international research conferences. The three associate fellows will be responsible for a significant portion of the publications. In addition, findings will be disseminated to relevant actors in the kindergarten field through submissions in relevant national journals, and through seminars and workshops. The researchers' involvement in an evaluation project funded by UDir, led by Norce Research, provides access to central authorities and other relevant actors and direct opportunities for input into policy design. Reports from this project are published

and available to kindergartens across Norway. The research will be directly relevant for teaching in SRLE, LSU 1 and LSU2 in BLU, various master's programs as well as for boarding schools and REKOMP.

The team expects that Ph.D. candidates Solveig Borgund and Hilde Hjertager Lund will publish scientific articles and that the team will publish at least one international article on daycare management.

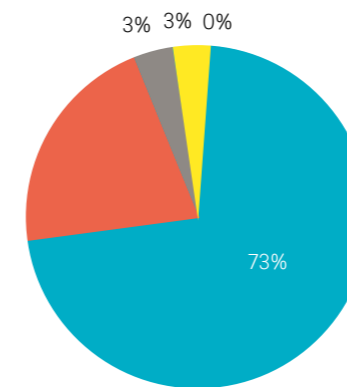
# Summary of the financial situation 2019

The KINDKNOW Center has had extensive activity in 2019, and the activity is according to budget. There is a surplus at project owner HVL's Payroll and indirect expenses budget. This surplus is a result of a later start-up date for the NFR-financed Ph.D. than budgeted (1.5 months). These funds will be transferred to the 2022 budget. There is also an unused budget for visiting- and overseas researcher grants. These funds will be used to increase the budget for research hours during the next years. The surplus in self financing for HVL is a result of different start-up dates for the self-financed Ph.D.'s, and that the post doc has not yet been recruited. These funds will be used later in the project period, when all scholarship fellows have been recruited.

	Budget 2019	Result 2019	Diff.
<b>HVL Payroll</b>			
Sum Payroll NFR	4 031 000	3 791 000	240 000
Sum Payroll own financing	10 320 000	9 785 000	535 000
<b>Payroll and indirect expenses HVL</b>	<b>14 351 000</b>	<b>13 576 000</b>	<b>775 000</b>
<b>Procurement of R &amp; D</b>			
Monash University NFR funds	219 000	219 000	0
UiT NFR funds	1 314 000	1 314 000	0
SUiT own financing	3 731 875	3 731 875	0
UiS NFR funds	182 865	182 865	0
UiS own financing	1 095 000	1 095 000	0
Bergen kommune own financing	500 000	500 000	0
<b>Sum procurement R &amp; D</b>	<b>7 042 740</b>	<b>7 042 740</b>	<b>0</b>
<b>Other operating expenses:</b>			
<b>Sum other operating expenses</b>	<b>815 000</b>	<b>815 000</b>	<b>0</b>
<b>Sum Payroll NFR</b>	<b>22 208 740</b>	<b>22 208 740</b>	<b>775 000</b>
Sum costs funded from NFR	6 561 865	6 561 865	240 000
Sum own financing	15 646 875	15 111 875	535 000
<b>Sum</b>	<b>22 208 740</b>	<b>21 433 740</b>	<b>775 000</b>

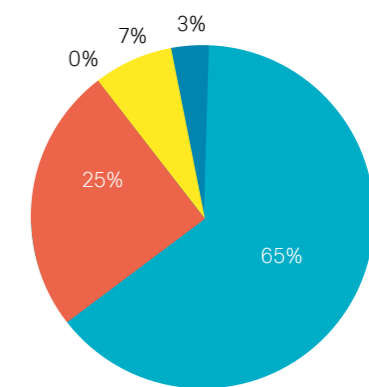
Recived funds 2019 from NFR:	4 373 666
Remaining transfers for 2019:	1 948 199
<b>Sum from NFR 2019:</b>	<b>6 321 865</b>

NFR-financing per partner



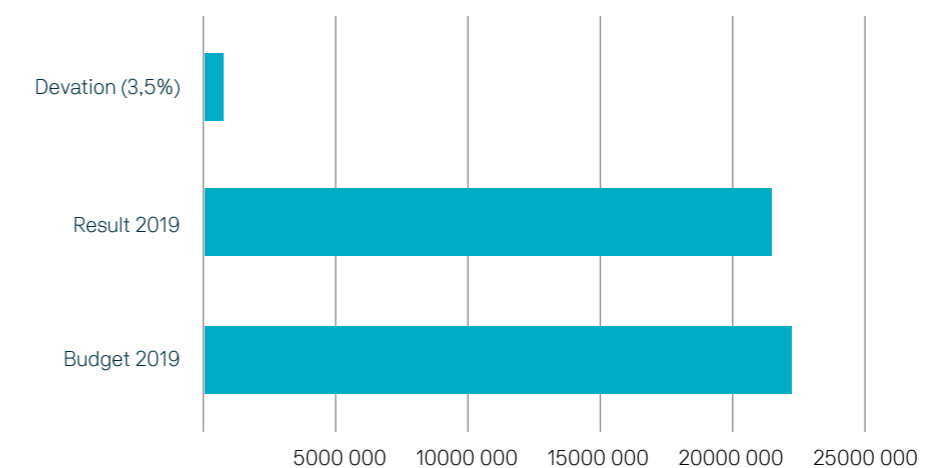
■ HVL ■ UiT ■ Monash ■ UiS ■ Bergen kommune

Own financing per partner



■ HVL ■ UiT ■ Monash ■ UiS ■ Bergen kommune

Result vs budget







Western Norway  
University of  
Applied Sciences

Campus Haugesund  
Bjørnsonsgate 45

Campus Stord  
Klingenbergvegen,  
Rommetveit

Campus Bergen  
Inndalsveien 28

Campus Førde  
Svanehaugvegen 1

Campus Sogndal  
Røyrgata 6

Høgskulen på Vestlandet | Postbox 7030 N-5020 Bergen Norway | +47 55 58 58 00 | [post@hvl.no](mailto:post@hvl.no) | [hvl.no](http://hvl.no)  
Facebook [hvl.no](https://www.facebook.com/hvl.no) | Twitter [@hvl\\_no](https://twitter.com/hvl_no) | Instagram [@hvl.no](https://www.instagram.com/hvl.no) | LinkedIn Høgskulen på Vestlandet (HVL)